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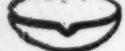
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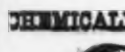
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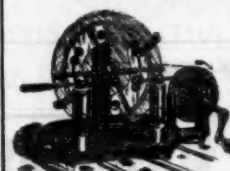
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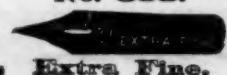
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CONTENTS.

EDITORIAL.

Home and School Influence—Education and the State— A Change of Presidents—The Majority—Dogmatism..	155
Should Public Instruction be Under the Exclusive Control of Teachers?.....	156
Influence Better than Command.....	156
What Kills Young Men.....	156
A Few Facts About the Inauguration of the Presidents.	156
Our Flag.....	156
To Whom Honors will be Given.....	156
President Patton Concerning Elective Studies.....	156
What the North and South Give.....	156
Fred. M. Campbell.....	157
The New Jersey State Normal School.....	157

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

April Birthdays.....	158
How to Use a Diagram in Teaching the History of Political Parties. By Annah May Soule, Mankato Minn.....	158
The Old Men and Women are not all Dead.....	158
A Visit to a Free Library.....	158

THE SCHOOL-ROOM.

Chronology for School Use.....	159
Patriotic Selections.....	159
Arbor Day and Spring-Time Exercises.....	159
Queen Elizabeth.....	160
Memory Gems.....	161
Things of To-Day.....	161
Fact and Rumor.....	161

EDUCATIONAL NOTES.

New York City.....	162
Brooklyn.....	162
Letters.....	162
Questions to be Answered.....	163
Answers.....	163

BOOK DEPARTMENT.

New Books.....	164
Reports.....	164
Literary Notes.....	164
Catalogues and Pamphlets Received.....	164
Magazines.....	164

"Earth gets its price for what Earth gives us;
The beggar is taxed for a corner to lie in,
The priest hath his fee who comes and shrives us,
We bargain for the graves we lie in;
At the devil's booth are all things sold;
Each ounce of dross costs its ounce of gold;
For a cap and bells our life we pay,
Bubbles we buy with a whole soul's tasking:
'Tis heaven alone that is given away,
'Tis only God may be had for the asking.
No price is set on the lavish summer;
June may be had for the poorest corner."

From prelude to Part I. of "The Vision of Sir Launfal."

THE following incident was reported in a city paper last week. A bright, rosy-cheeked boy got into an elevated train up town. He was well dressed, and looked as if his home surroundings were of more than average opportunity. He threw himself into a seat, and put his muddy feet on the seat in front of him. The trainman came in and called his attention to the sign requesting passengers not to put their feet on the seats. The boy stared at the official in the most impudent manner, and muttered, under his breath, something about being "very fresh." The man who spoke to him was old enough to be his father; he looked at him in a half-sorrowful manner and left the car. No sooner was

he gone than the two muddy shoes were back on the seat, and the boy glanced about triumphantly, as if he thought he was showing a true spirit—one to be commended. If he could have read the opinion formed of him, it would have done him good. The trainman returned and said in a stern voice: "If you do not keep your feet off that seat, I will put you off the car." The boy subsided, but imagine how he felt to be treated with such utter contempt in the presence of a car full of people! Whose sin was it that this boy was so unmannerly, his own or his parents'? Would it be possible for a child well brought up to act so boorishly? Parents have some sins that, like chickens, come home to roost before a sixth of a generation passes after they are committed. Teachers are generally supposed to be to blame for a great many of the sins of youth, but it is unjust to make them pack-horses to carry all the shortcomings of parents. No child can be redeemed who has had home discipline. Stick a peg down there, teachers. A miserable father is likely to have a good-for-nothing son, and a miserable mother may possibly send her daughter to the bad. But when both father and mother are bad, what can save the children? Here the teacher's influence comes in, and here the school has a chance to assert its power. We believe that the public school has saved a multitude from getting into boorish and wicked habits, and it is for this reason we would give all we have rather than see its power abridged. What we want is to uplift it to a higher plane, and give it a larger and more powerful influence.

AT the recent dedication of a Catholic parochial school building in Pittsburg, Bishop Kane, of Wheeling, delivered an address, in which he severely denounced the public school system of America. In the course of his remarks he said the public school system was a divorce from a moral and religious training. He could not understand how it was just for the poor man who has no children to be compelled to pay a tax to help educate the son and daughter of the millionaire. The state has no more right to tax the poor man for the education of the rich man's children than for the support of the rich man's family. He denied that the Catholic Church was opposed to education, and said: "The great problem that confronts us to-day is the same as that which confronted the people in Apostolic times. There were schools then, but they were pagan schools, and the only way to counteract their effect was to establish Christian schools. That is what the Catholic church is trying to do in America now." These questions are coming to the front. What do our readers say concerning them? For our part we believe that the property of the state should educate the children of the state. The rich man has duties beyond his own children. The state must have educated men and women, and our property is bound to pay for the security we get. If we admit that each church shall pay for the education of its own children, what shall be done with the vast unchurched multitude? The time is far off when any one denomination will have the legal power to educate all the children. We believe that the state should be Christian—liberally, broadly, truly, and orthodoxly Christian. Christianity has made us what we are, and it will make us better than we now are. We want the law and love of Christ in all parts of society; then we shall rejoice in a permanent and prosperous nation. There is no power in paganism to uplift and push forward a people. The experiment has been tried and failed; we do not want to try it again. But far distant be the day when any one part of the great Christian army shall have the power to educate all the other parts. It will be a sad day in this nation when this order of things becomes a law.

THOSE who saw Ex-President Cleveland go out and President Harrison come in were not impressed with the magnificence of the scene. There was no gold cloth and tinsel embroidery, no obsequious lackeys, and trumped-up splendor, but only republican simplicity. It was not a revolution, only a legal continuance of the form of government under which we have been living for more than a century. The meaning of the ceremony is that the will of the people is the law of the land. We allow no one to usurp authority, however well born he may happen to be. The poorest boy has his chance of becoming the chief executive of this nation. But if he does not become president he may become a voter, and voters are greater than presidents, because they make them.

THIS is a day of sincerity and decency. Law is in the hands of the people, and the people love the true and the good. There are exceptions, but they are in the minority. The majority are to-day right. Some one says, why, then, are not all the evils of the world righted? There are two reasons why. The people have not the opportunity, and they do not know how to create the opportunity. It is one thing to be right, and altogether another thing to make others right. The greatest question before the American people to-day is to find out how the majority can convert the minority. The three hundred thousand teachers are in the majority. The millions of Christians are in the majority. The tens of millions of men and women who love peace and purity are in the majority. Now let all these people have the opportunity and will to express themselves, and the work will be done.

DOGMATISM has caused a great amount of harm in this world of ours in many ways, but in no department of work has its evil effects been more plainly seen than in education. Dogmatism demands that the course of study shall be rigidly followed. It gives the teacher no option, either in reference to what shall be taught, or how it shall be taught. It exalts text-book facts, technical questions, and special examples. It requires statements to be given in the words of the author, and destroys individuality in teaching. All down through the Middle Ages, even almost to the present, children have had little to do but to commit the words of the catechism, confessions of faith, and church formularies. It mattered not whether these were understood; they must be learned, and *they must be learned as laid down in the book*. We have a copy of the New England primer, which has educated six successive generations of New Englanders. Its questions and answers have been recited by tens of thousands of pupils who have had no conception of the meaning of the ethical statements it contained. Was this right? Would our readers be willing to turn back the wheels of progress and bring in these dogmatic days? We think not. Yet this method has been growing in the public schools during the past fifty years, and has reached the point that the ordinary teacher, in some schools, need have no mind beyond simply the grade work given her. What is the result? We are certain that if the truth was known we should find tens of thousands of children required to study what is distasteful to them, and other tens of thousands learning what they do not understand. A little girl was asked the other day, "Do you understand what you are learning?" "No; I have no time to understand. I have so much to learn." And she learned the rules of grammar and the rules of arithmetic. We cannot conceive how intelligent men and women, progressive in thought, can so far forget themselves as to advocate the continuance of a system that is destructive of the free exercise of native powers.

SHOULD PUBLIC INSTRUCTION BE UNDER THE EXCLUSIVE CONTROL OF TEACHERS?

It may be thought, and with some degree of truth, that many teachers at the present time have neither the literary ability nor the character to take the management of public schools into their hands, at the outset. This charge is just. While we would say nothing disrespectful of the rank and file of the teachers now employed in our public schools, we must admit that the majority of them are only able to do what they are told to do, and are far from being able to administer school affairs. In answering the question proposed, we claim that public instruction should be under the exclusive control of those teachers who have had the preparation, both scholastic and pedagogical, to render them qualified to take into their hands the management of the children committed to them. This preliminary question involves another question of great importance which must be settled at the outset before we go further. This question is, "Is there a teaching profession?" No one denies that we have a profession of medicine and a profession of law, but is there a profession of pedagogy? It would occupy too much space to discuss this question thoroughly, but we desire briefly to say that in our opinion there is a profession of teaching, distinct from the law and the medicine, or any other trade or calling, but we still further desire to say that not all teachers are professional teachers. The majority are but followers, not leaders. They do as they are told, according to the commands of their superior officers. They have little to say about methods of teaching, arranging the courses of study, text-books, or much of anything else excepting preparation to do certain pieces of work in certain prescribed ways. They are not encouraged to think for themselves, only to follow on carefully in the footsteps of those who have gone before them. They care little about the science or art of their work. They have no fear of any man or woman before their eyes as teachers, except the principal and the superintendents. These individuals to them are models, directors, and when these are suited they are suited, and their work is done, and we may say that the administration of school affairs in the United States during the last generation has increased the number of such teachers to an alarming extent, so that the majority of those who are engaged in the work of public instruction belong to the class of followers.

A conversation was overheard recently in one of the cars of this city between a young lady, who had graduated from one of Brooklyn's public schools, and a teacher who was a graduate of the training school of that city. The question was asked the girl if she intended to go through the training school. She said, "No; I intend to get a position." "But don't you want to fit yourself for your work?" "I am fitted enough now. I have noticed that those who have gone through the training school get no higher salaries and I do no better work than those who have not. I have passed the examination, and now I am waiting for a position, and expect to get it." Further advices prove that this young lady is already engaged in teaching in one of the Brooklyn schools, and frequently boasts that she had no necessity of going through the training school, and gets as good a salary and gives as good satisfaction as those who did.

Now it is very evident that such a young lady as this is not fit to have any part in the administration of school affairs. The majority of teachers in our country know nothing concerning the growth of the human mind; its needs, its diseases, or the science of development. They know nothing concerning the history and growth and development of thought, and the various opinions of ancient, and especially modern, thinkers, on educational questions. They know nothing concerning the science of method, viz, those principles that underlie the successful teaching of various branches. They have little more than a modicum of text-book facts, and the ability to do as they are told to do.

This is the present condition of the majority of teachers in our public schools, and it shows the grade of public educational morality when we say that thousands of such teachers are professionally acceptable to superintendents and boards of education, and to some principals. But, on the other side, we have a growing body of men and women who know thoroughly the following subjects:

1. They know the human mind; its development. They know its past, and they forecast its future. They are liberal and broad in their conceptions. They know how the opening powers of the young child grow. They recognize in the child, in the various stages of its growth, the history of the human race. They accept the most

recent developments of educational philosophy, as outlined by the soundest thinkers on the stage of action to-day. They know the memory and how to strengthen it. They know the growing sentiment of right and wrong, of the "ought" and the "ought not," and they know how to promote healthy moral action; they know how to touch the springs of influence, and to bring up to the highest maturity and the most perfect manhood and womanhood the maturing minds of children committed to their care. In other words, they are accomplished psychologists.

2. They know the history of the past; they recognize the fact repeated by Patrick Henry, as an echo of the remotest past, that we have but one lamp by which our feet are guided, and that is the lamp of experience. They know what experiments have been tried, how some have succeeded and others failed. They know the magnificent civilization of the age of Pericles. They know Socrates, and Plato, and Aristotle, and Epicurus, and they know the causes of the decay of this perfection. They know the old Alexandrian university with its fruitage and why it was destroyed and why the era of darkness came over the world until, during the Middle Ages, intelligence fled and failed from this earth, and blind men and women groped in the darkness of superstition and dogmatism. They know what caused the dawning light, and what has continued the strength of this light until the era in which we live. There are teachers in this country who stand on the mountain top and view the whole past of the educational world, and thus easily forecast the future from what they know has been.

3. There are teachers who know the science of method. They do not do this or that thing, because somebody has told them to do it, because the board of education has laid down a course of study and commanded them to rise up and sit down according to the rule and authority of superior power. They hate such dogmatism; they know that the era of the present is the era of free thought and free thinking, and the time is past when the educational thumb-screws can be placed on the hands of thinking men and women. They recognize that the old inquisitorial spirit is dead, except in boards of education and a few educational circles. They are able to think for themselves, and they do think for themselves and act for themselves and allow no man to dictate to them how they shall think, either in matters political, or religious, or educational. Such men and women as these are leaders. They are not perfect, they are not sinless, but they are men and women who have the science of motive at their command. They know the why and the wherefore of life. They have sure convictions concerning the science of method, and having these, they hold to them with a tenacity that cannot be loosened.

These three things they know—the human mind, the human soul, and human history. But, they know more; they understand how to administer affairs. They have wisdom in reference to their relations to men, women, and children; their knowledge is practical, not theoretical. They know how to buy, and to sell, and to make money honestly.

These teachers are the glory of our public school system.

We feel especially proud in uttering these facts, and it does us good to think that such teachers, as we have described, exist among us and have the charge of the development of the rising generation in their hands. It bodes well for the future when such masterly hands guide the developing influence of the men and women of the coming generation.

Now, this is the body of professional teachers to whom should be committed the educational affairs of our country. Why should the liberty of this class be abridged?

INFLUENCE BETTER THAN COMMAND.

In a school district in London, there were many parents who reported no children in their families. In order to find just how many children were thus being kept from school, the school authorities got two monkeys, dressed them gayly, put them in a wagon in which was a brass band, and started through the district. At once crowds of children appeared, and followed the wagon, which drove to a neighboring park, when the school officers went among the children distributing candies, and getting their names and addresses. They thus found that over sixty parents kept their children from school; and as a result of the monkeys, the brass band, and the candy about 200 little boys and girls have been set at study.

WHAT KILLS YOUNG MEN.

Lord Derby says: "I will venture to assert that for one young man whose health has suffered from necessary causes, you will find half a dozen who have suffered from idleness and from the habits of life which idleness in young men is always sure to produce. There is no better security for steadiness of conduct in a young man than regular work for a definite object. He cannot afford to play tricks with himself, or do anything which may unfit him physically or mentally for the time of trial." All of which is true.

A FEW FACTS ABOUT THE INAUGURATION OF THE PRESIDENTS.

George Washington was inaugurated on April 30 1789, because the bad weather had prevented Congress from assembling and organizing. James Monroe and Zachary Taylor were inaugurated on March 5, 1821 and 1849, respectively, because March 4 in those years fell on Sunday. John Tyler was inaugurated April 6, 1841; President Harrison died on April 4, and Tyler could not reach Washington sooner. Millard Fillmore took the oath on July 9, 1850, the same day that Gen. Taylor died. Andrew Johnson was sworn in on April 15, 1865, a few hours after Lincoln expired. Chester A. Arthur took the oath late on Monday night, Sept. 19, 1881, about an hour after Garfield died. For the two days between the death of Harrison and the arrival and inauguration of Tyler, Daniel Webster, Secretary of State to Harrison, was acting President, as there was no President of the Senate or Speaker of the House to act.

OUR FLAG.

On June 14, 1777, Congress ordered that the flag be thirteen stripes, alternate red and white, that the Union be thirteen stars, white in a blue field. Washington's flag, first raised at Cambridge on Jan. 2, 1776, was of red and white stripes, with the crosses of St. George and St. Andrew on a blue field for its union. Later he used the flag authorized by Congress. Every United States flag should now have at least thirteen stripes, alternate red and white, and forty-two stars in a blue field.

TO WHOM HONORS WILL BE GIVEN.

President Patton, of Princeton, says that honors will not be awarded to those who excel in the studies which all pursue, and for superiority within certain definite limits, but that the honors will be for those who do the most extended as well as thorough work along their chosen lines.

PRESIDENT PATTON CONCERNING ELECTIVE STUDIES.

I would not have the young man who is to become a physician spend the present allotted time upon the higher mathematics or ancient languages, but would enlarge his studies and investigations in the direction of biology, chemistry, and science bearing more directly upon his chosen profession. I would not have the student who has chosen the law for his calling to absorb so much of his course in the study of chemistry, biology, science, but turn his attention more fully to jurisprudence, to political science, to those departments of philosophy, which must prove most profitable in his career of law.

WHAT THE NORTH AND SOUTH GIVE.

The Atlanta Constitution says that within a certain period private donations to schools and colleges in the North go over \$26,000,000. In the same time in the South barely \$300,000. The best endowed university in the South, the Vanderbilt, got its money from a Northern man. The endowment fund of Emory is \$95,000, of which \$75,000 came from a Northern man. Every building at Emory, save the two society halls, was paid for by Northern money. More money has been spent by Northern men for collegiate education for negroes in Atlanta than any six Southern states have given to collegiate education to white boys. The Northern Methodist church alone is spending more money in the South for higher education than all the Southern states combined give to their colleges. These figures are not only startling—they are significant!

A LARGE number of people, including several hundred ministers, were present at the formal opening of the Massachusetts No-License League, recently held in Boston. Resolutions were unanimously adopted welcoming the issue on behalf of 300,000 communicants, and 1,000,000 adherents of the Christian churches in the state; declaring it to be the political issue of the future, and calling upon the friends of temperance to institute lectures, circulate literature, and advocate the measure in the newspapers.

THE report of the special committee in Milwaukee, on the proposed changes in the method of choosing school commissioners, emphasizes the fact that the intellectual and professional grade of the aldermanic appointees has hitherto been very high, and while political considerations sometimes enter into the selection of school commissioners, the board has rarely or never divided on party lines. The proposition to reduce the popular representation to one commissioner from each ward, and to complete the board by the addition of nine members at large, either elective or appointive, is conceded to have merit, but the committee oppose any removal of the schools further from the control of the people.

THE *Morning Star*, New Orleans, says "that it is sad to know, that many teachers have not even heard of the names of Pestalozzi, Froebel, La Salle, Mann, and other geniuses of the profession. We would look with astonishment at the musician who never heard of Mozart, Haydn, Handel, or Weber; at the painter who knew nothing of Raphael, Hogarth, Michael Angelo, or Benjamin West; at the physician who never read of Galen, Harvey, or Doctor Jenner, and at the lawyer who never heard of Blackstone, and still we find teachers who do not know even the names of the founders of the system of education now followed in all civilized countries. An old teacher of over thirty-five years' experience asked us what a kindergarten is. He was under the impression that it was some kind of a lunatic asylum."

SUPT WILL S. MONROE, who was offered the management of the New Hampshire Summer School of Methods, has been forced to decline it, owing to his summer school work in Pennsylvania.

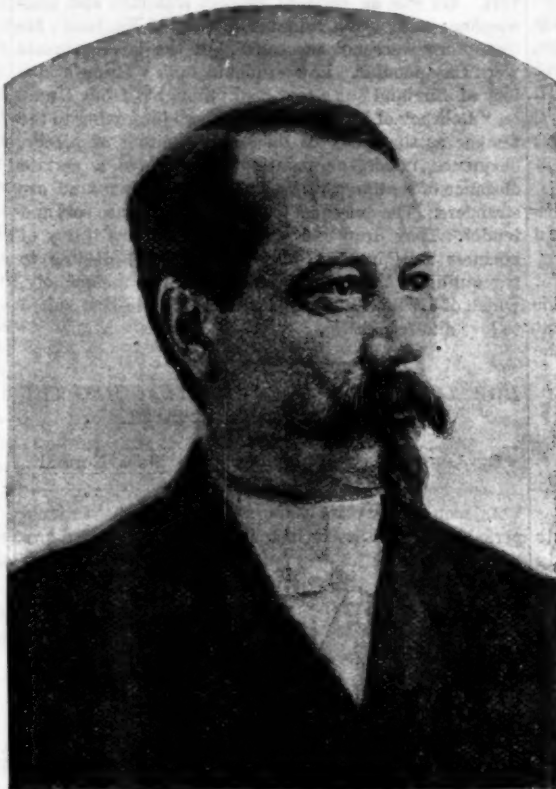
A SUBSCRIBER asks, "What shall I do with a boy that has no interest in any school?" It would seem that this could hardly be possible—unless the school is the cast-iron kind—that is, a kind of "mill" in which the boys are "ground." We would say that a school, *that is a school*, ought to be almost as attractive as a circus. To your question we reply by asking, Is your school a school?

PICTURES are now used sparingly in the higher numbers of school readers. They should, in our opinion, be banished wholly from the third and fourth books: only in the primary and intermediate ought they to be allowed.

As to manners, why should a child be taught to use a fork to put his food into his mouth? *Science*, of this city, in reviewing Mrs. Dewey's "How to Teach Manners," thinks that *how a thing looks* should not be taken into account. Now we ask the sage editor of that paper why he does not cut up his salad with a knife? As he will probably say such is not the custom of the good society he frequents, we ask, why then does he disagree with Mrs. Dewey who proposes the same standard?

MR. JAMES H. CANFIELD, secretary of the National Educational Association, recently visited Nashville, and predicts that there will be an attendance of from eight to ten thousand at the meeting, next July. He says: "I have never known at as early a date, such activity on the part of state managers, and such general local completeness of arrangements."

We said last week that, when the JOURNAL's subscription list was increased five thousand more than it now is, we would increase its size, two pages each week. We will do better than that, and add from *four to eight pages each week*. This promise we make after much deliberation. Now what will our readers do? Let us hear from you at once. We are ready to keep our part of the bargain.



FREDERICK M. CAMPBELL.

SUPT. OAKLAND, CAL., PUBLIC SCHOOLS; PRES. DEPT. OF SUPERINTENDENCE, NATIONAL ASSOCIATION.

Mr. Campbell is of the sturdy old Scotch stock, transplanted to the soil of New England. Six generations of ancestors on both sides, were born and bred in Connecticut. His parents moved to New York City, where Frederick was born in 1837, the seventh son of a family of eight boys. His early instruction was all obtained in the public schools of his native city. So eager and diligent had he been, that at 15 he was made a teacher; and while in charge of a class he attended an evening normal school. At 18 he was graduated, and at 20 married, and still continued to teach in the public schools. In 1858 he went to California. On the 3d of September, he took charge of the public school in Vallejo.

His fame as a successful teacher had gone abroad, and when the Rev. J. H. Brayton applied to John Swett for a teacher in the college school in Oakland, he recommended Mr. Campbell, and in 1861 he took charge of that school, which, under his admirable management, became the leading one of the state.

Nine years in that institution brought out all the latent powers of F. M. Campbell as teacher and manager of an academy of a high character.

So great was his success that Mr. Brayton found his services invaluable, and voluntarily increased his salary to \$375 a month for the last years of his stay.

In 1870 he was chosen superintendent of the public schools of Oakland. Into this new field of labor he threw his whole soul; and by his untiring energy, activity, ingenuity, and skill, he brought the schools, step by step, to the highest state of efficiency. In the ten years of his incumbency, his power over teachers, members of the board of education, city council, and the people was continually exerted and ever increasing.

He was elected state superintendent of public instruction in 1879. The adoption of the new Constitution almost revolutionized the school system. When the legislature met, it was necessary to revise the school laws, and Mr. Campbell took hold of the task with his accustomed energy and industry. Consulting former superintendents and the best teachers, the highest educational wisdom was embodied in the new laws, and the committees of both branches of the legislature adopted and recommended them. Then it required a prodigious amount of watching, care, and urging to get them passed. The files were crowded with important bills, and many were never reached; but the school laws were passed. Here is a word from Mr. Wason, the chairman of the committee of the assembly, as to Mr. Campbell's share in that work: "But however anxious we legislators were to perform the work aright, we should not have succeeded without the aid of Mr.

Campbell's, intelligent judgment, wise advice, and untiring watchfulness, at every step of its progress through the two houses.

After Mr. Campbell's retirement from the position of state superintendent of public instruction, in the year 1883, he resumed his residence in Oakland. He was again chosen city superintendent of schools in that city, in 1884, and has held the position since that time, being re-elected in 1890. His address at the Washington meeting of the Department of Superintendence in 1887, in which he urged the association to meet in California, his successful efforts at the Chicago meeting, N. E. A., for the same end, and his intelligent and untiring labors to secure the magnificent success of that grand meeting, are all too fresh in the minds of our readers to be detailed. He is this year the president of the Department of Superintendence, and we confidently predict for this year's meeting under his management, a complete success.

THE NEW JERSEY STATE NORMAL SCHOOL.

There is a consensus of opinion that a normal school should be a professional institution, but when the conditions surrounding its origin, and attending its progress and development are considered, we note that its practical life has been largely academic. The State Normal School of New Jersey occupies the proud position of having its academic and professional phases properly balanced. The educational landscape may be comprehended under two views; that of the high-schools and academies, and of the common district schools. It is assumed that among the former a sufficient number of schools of approved efficiency exists to warrant the giving of strictly professional training to their graduates. Such graduates will be admitted to the second year or the professional course of this normal school without further examination. Students from the district schools, who have not enjoyed the advantages of a carefully graded course of academic study, will upon examination enter the first or formative year of work; having completed this year, they will pursue a strictly professional course during the remaining two years. The demand upon the students in the number of their studies has been lessened, in order that more time may be obtained for those they pursue. The first year's students having completed their academic reviews in elementary arithmetic, grammar, geography, United States history, a portion of industrial drawing, reading, spelling, and writing, will enter upon their professional course. They meet here those who have come from accredited high schools and academies, and together they complete the second year. The work now accomplished constitutes the elementary course, and if a student can stay no longer, he may be graduated in this course. Those who desire further professional training, will continue through the third and final year, taking additional work in pedagogy, and be graduated as advanced students. The State Normal School of New Jersey proposes to require in the future a fair endowment of natural aptitude, and a reasonable amount of acquired possession of correct method, of knowledge of the historical development of pedagogical principles, of the science of mind in its manifold activities, and of a practical acquaintance with teaching. It is also in sympathy with kindergarten work, manual training, and industrial art, as all these lie close to the great needs of human existence. The mission of this state institution would not be complete, however satisfactory its autonomy, were its relations to the teachers now employed in the public schools to be left out. A perfect alliance of amity and public interest with all friends of education will be sought by the management of this state normal school.

TREASURE-TROVE for March will be very welcome among the teachers. They will find the "Red Letter Days" useful for daily exercise. "A Rabbit Drive" is an attractive natural history lesson. "The Wreck of the *Northfleet*" is history and romance combined in a stirring fashion; "The Emerald Isle" is one of the illustrated travel papers that have become so popular in the schools. "The Mortal Coil" tells some important things about health; and the "Origin of Words" is a pleasing language lesson. The Portrait Gallery gives portraits of Col. T. W. Higginson, the famous "Scholar, Soldier, and Gentleman," and of Paul Jones the first great American admiral, with an historical biography of this so-called "Pirate from the Colonies." There is an excellent declamation and poems suitable to speak; and current topics are treated in the department of "Today."

The announcement of the winners of some of the cash story prizes, and thirty-five of the book winners, will have special interest for both teachers and pupils. This department of the magazine calls forth the greatest enthusiasm from all.

APRIL BIRTHDAYS.

APRIL 5.—Thomas Hobbes was born in 1588. He was a native English philosopher, an intimate friend of Ben Jonson and Lord Bacon. Taught mathematics to the Prince of Wales, who became afterwards Charles II. He was considered a great writer in his time. He says, in one of his books, "Words are wise men's counters; they do but reckon by them; but they are the money of fools."

(Let the teacher read this memorial once to the pupils, then have them write what they can remember, and hand in on the succeeding Monday.)

APRIL 12.—Scholars, this is a remarkable date, for April 12 was the birthday of a great man, who by his speeches and by wise laws tried to avert or prevent what was commenced April 12, 1861. Who was the man?

1st Pupil. Henry Clay was born April 12, 1777.

Teacher. What was the event?

2nd Pupil. The great Civil War was commenced by firing on Fort Sumter April 12, 1861.

Teacher. Give an outline of Clay's life.

3rd Pupil. Henry Clay was born in Virginia; he was a noted statesman and orator; was successively in state legislature, Congress, and United States senate; was six times elected speaker of the House; secretary of state under J. Q. Adams; again United States senator for eleven years; was called "the great pacificator" on account of his compromise measures.

Teacher. What were the "compromise measures"?

(The answer to this question may be found on pages 191 to 193, Barnes' History, or in any good United States history of Taylor and Fillmore's administrations.)

If the class is a primary one, this little story may be told to them.

Clay's home was in Kentucky. He was for many years in Congress at Washington. There were no railroads; so he started one autumn with his wife and lovely daughter, Lizzie, by stage. It was a long journey. They traveled north until they came to Covington, and then crossed to Cincinnati on a ferry. Then they started on the road to Columbus, Ohio, because they had to go a long distance round to get to Washington. Soon Lizzie had a headache; they stopped at Lebanon, Ohio, and poor Lizzie was so sick with fever she could go no further; a doctor was called, but Lizzie died in three days, and was buried there, and Mr. Clay and his wife went sorrowfully on to Washington. A monument of stone marks the grave now. It is surrounded by a strong fence with many strands of barbed wire, to keep curiosity seekers from destroying the monument.

APRIL 19.—1. George Gordon Byron, a poet of rare genius, died in 1824; while in college he wrote "Hours of Idleness," which was severely criticised; in retaliation he wrote "English Bards and Scotch Reviewers," a caustic satire on friend and foe. He wrote "Childe Harold," the success of which occasioned his remark, "I awoke one morning and found myself famous." He traveled extensively, and sympathized with and assisted Greece in her struggle for freedom.

From his poetry these are selected:

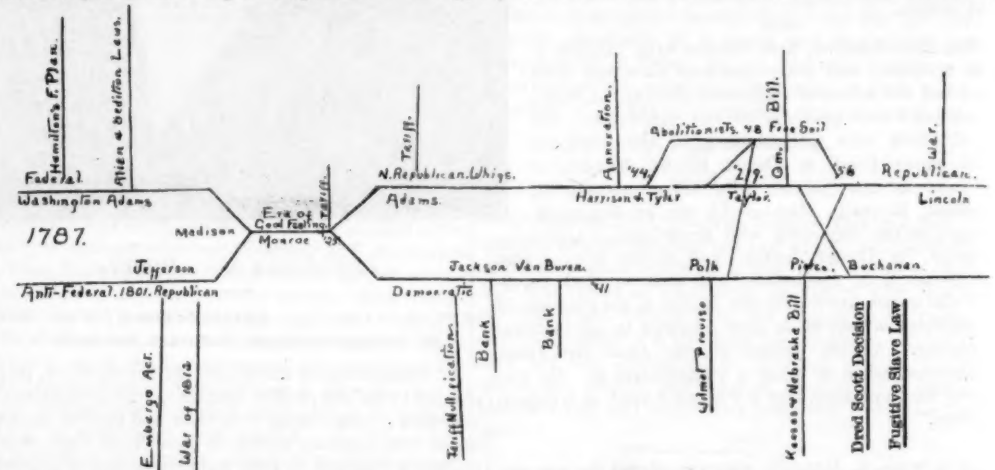
2. My days, though few, have pass'd below
In much of joy, though much of woe;
Yet still, in hours of love or strife,
I've 'scap'd the weariness of life.
3. Let's not unman each other—part at once;
All farewells should be sudden, when for ever,
Else they make an eternity of moments,
And clog the last sad sands of life with tears.
4. I met him in green old age,
And looking like the oak, worn but still steady,
Amidst the elements, whilst younger trees
Fell fast around him.
5. The deepest ice that ever froze
Can only o'er the surface close;
The living stream lies quick below,
And flows, and cannot cease to flow.
6. Famished people must be slowly nurst,
And fed by spoonfuls, else they always burst.
7. When dinner has oppress'd me
I think it is perhaps the gloomiest hour,
Which turns up out of the sad twenty-four.
8. Here's a sigh for those who love me,
And a smile for those who hate;
And, whatever sky's above me,
Here's a heart for ev'ry fate.
9. Oh, God! it is a fearful thing
To see the human soul take wing.
10. There are some feelings time cannot benumb

APRIL 26.—David Hume was born in Edinburgh in 1711. He was an eminent English historian and philosopher; author of a valuable history of England; his first efforts were not successful, but the later volumes were very popular. Law students take "Hume's History of England" as a text-book; thoughts from Hume on "Delicacy of Taste." Nothing is so improving to the temper as the study of the beauties either of poetry, eloquence, music, or painting. They give a certain elegance of sentiment to which the rest of mankind are strangers. The emotions which they excite are soft and tender. They draw off the mind from the hurry of business and interest, cherish reflection, dispose to tranquillity; and produce an agreeable melancholy, which of all dispositions of the mind, is the best suited to love and friendship.

HOW TO USE A DIAGRAM IN TEACHING THE HISTORY OF POLITICAL PARTIES.

By ANNAH MAY SOULE, Mankato, State Normal School, Minn.

As soon as my class begin to study the constitutional period of United States history, I put on the board two lines to represent the two parties spoken of. The upper



one represents the Federal party, as that was the successful one of Washington's administration. As we study, it is discovered that there were Federalists and anti-Federalists before Washington's election, so the lines are extended back beyond his name. Hamilton's plan, we find, caused renewed hostilities between these parties, so that is put down, on the side of the line representing the party which championed it. For the same reason the "Alien and Sedition Laws," is put down over Adams' name. The word "Republican" is written under the lower line to show that the majority of the anti-Federalists take that name in order to more clearly define their position in regard to the policy of the government. As we study each administration, the lines representing the parties are extended, approaching or receding from each other as the facts warrant.

Sometimes the lines are put on the board by a member of the class, sometimes by the teacher. In either case the class tells which direction the lines are to take, and what questions had sufficient effect upon the parties to deserve a place on the lines.

Sometimes when the lines run parallel for a distance, I draw them, with a few of the curved lines which represent the sections which broke away from the mother party. At once some one will want to know what the new lines mean, and the lesson which will explain the mystery is looked forward to with some new interest.

The diagram is not often made the central point of a lesson. After we have talked over all the events of a period we single out the "political" events, the causes of these are noted and traced back, if possible to the preceding administration. Next we look at the effect of these events upon the nation, and the parties and elections.

It has not been my custom to have the diagram memorized, but I find the students often use it in written reviews and examinations, to express what would take a number of lines, and much time to explain in any other way.

"Is thinking doing?" "Is something done by every act of the mind?" "Can any one thing be done by doing something else?" There is a great difference between the thing to be done and the means of doing it. Think of this

A VISIT TO A FREE LIBRARY.

No one can estimate the good that goes out from a free library and reading-room. In a recent number of "Book Notes," quoted in *Harper's Weekly*, Mr. Sidney S. Rider describes a recent pleasant visit to the free library in Pawtucket, a flourishing manufacturing town near Providence. The visit, he says, was an object-lesson. It was in the evening, and in a room bright with electric lights and warm sat some fifty boys poring over the *London Graphic* and *Illustrated News* and *Harper's Weekly*, while at the other tables men were reading magazines, and women and girls at their own tables were engaged in the same way.

At the extreme end of the room were the bookshelves of ten thousand volumes, along which boys ranged at will, taking down books at their pleasure. To Mr. Rider's surprised question whether such freedom could be safely permitted, the librarian replied that nothing was ever seriously displaced, while the theft or mutilation of books was almost unknown. A boy brought up a book to be entered; it was a bound volume of the *Century*. Another followed with Stanley's *Through the Dark Continent*. One boy had the *Iliad* in Pope's translation; the next, a volume of Bancroft's history, and when Mr. Rider asked if he worked in the mill, he

answered, "Yes, in the Dexter Yarn Mill." The boys were not selected; they were noted as they came.

Upon a little inquiry it appeared that the boys, when they first came, had the boy's taste for dime novels and mischief; but a little frank, firm, good-natured talk from the director and the librarian, a sensible man and woman, had worked the wonder, which Miss Burt in the school at Chicago had also wrought, and taught the boys and girls to prefer the better book. *Robinson Crusoe*, the *Swiss Family Robinson*, and their kind are as entertaining to the boy, if he were but made to know it, as *Blue Skin* and *Black Bess* and *Sixteen-String Jack*. Mr. Rider says truly that the free library mill-boys of to-day will be the real strength of Pawtucket to-morrow, and he exhorts every village in Rhode Island to consider Pawtucket, and then go and do likewise, "for no town's money can be so well expended." Good books are uplifting forces which intelligent teachers are not slow in using.

A few days ago a superintendent wrote us about his excellent pedagogical library. We asked him how he got the money to pay for it. His answer is worthy of a record in the *SCHOOL JOURNAL*: "When I order books for the school, I always add two or three for my teachers. This practice I have continued for several years; the result is I have now a large collection of teachers' professional literature." We exhort other superintendents to go and do likewise. The results will pay for the trouble it costs.

THE OLD MEN AND WOMEN ARE NOT ALL DEAD.

Sidney Bartlett, LL.D., a prominent and still active member of the Boston bar, observed his ninetieth birthday last week. He was a contemporary of Daniel Webster, Chief Justice Shaw, Benjamin R. Curtis, Jeremiah Mason, Chief Justice Parsons, and Rufus Choate. Although ten years the senior of Gladstone, he is daily arguing complicated cases with the same great ease and lucidity as in former years. It is said that he has a yearly practice of \$100,000.

There is an old lady, who lives in Wilton, Conn., who is so modest that she doesn't want her name printed,

She is 71 years old, and last week she walked into Curtis' hardware store, Norwich, and asked them to lend her a lantern, as she was about to start to walk home, and she was afraid it might be dark before she got there. Her house by the nearest road is thirteen miles from there, but she doesn't think anything of leaving Wilton in the morning, and walking down and back. Mr. Curtis gave her the lantern and a few matches, and three days after she returned it with many thanks.

THE SCHOOL ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them in both ungraded and graded schools. The devices here explained are not always original with the contributors, nor is it necessary they should be.

CHRONOLOGY FOR SCHOOL USE.

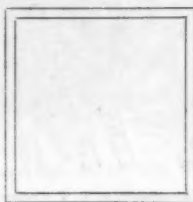
March 17—Boston Evacuated by the British—1776.
 March 18—Grover Cleveland, 23d Pres. U. S. bn.—1837.
 March 19—Dr. David Livingstone, explorer, born—1813.
 March 20—Ovid, Roman poet, born—43 B.C.
 March 21—Robert Bruce, Scottish King, born—1274.
 March 22—Rosa Bonheur, French painter, born—1822.
 March 23—Schuyler Colfax, Am. Statesman, bn.—1823.

MANUAL TRAINING.—III.

There has been no specific manual training article in the JOURNAL for some time, but as Colonel Parker says of language lessons, "All lessons should be lessons in language," so it will be found that nearly all lessons proposed in the JOURNAL from time to time are those that train the hand; or rather lessons that by using the hand train the mind. Pupils learning lessons and repeating them like so many parrots, while the teacher sits, book in hand, to see that every word is just right will not come under the head of manual training. Many of the selections, the Drawing Lessons by Prof. Little, and Brief Lesson Plans, are all manual training exercises. Penmanship, drawing, calisthenics, and all making are the foundation for manual training exercise. Making and drawing are the forms that will be used in these lessons.

1. Let each pupil have a *smooth* board a foot square, a keen knife, a foot rule, and some plain, unruled white paper. Cut out squares four inches on a side. It is very important these be exactly square; a card (business card) is cut true and can be used to aid in this. (a) To learn to cut paper with square corners is an exercise that will require of itself weeks to accomplish. (b) To cut a perfect square is another exercise that will require weeks. But let us suppose this to be done.

2. On two of the squares a distance just the thickness of the paper back from the edge of the square, paste either (a) a square of paper or cardboard, or (b) strips of paper or cardboard. This must be nicely done; when in the right position put a book or heavy weight on it to press it flat. The best paste is flour paste that is boiled and is thick; starch answers as well; it must be put on thin and even with a camel's-hair brush, not with the finger or with a stick.



3. Now use these two as *end pieces*, and paste the other four around and a cube will be formed.

The above is not all that can be said. Some "paste holding pieces" (such the inside strips of card are called) on two of the four side pieces; it makes a better job.

This making of a cube may seem very simple, but it requires much skill.

The teacher should have a good foot-rule and test every cube submitted to him. The sides should be flat and perfectly clean. The edges should be straight, the corners square. It should lie down on a table like a solid wooden cube.



DECORATION.

After a pupil has made an *approved* cube he may be allowed to decorate it. The example selected is one of a flower that is seen in every house and placed in every school-house.

This design can be placed on one of the squares, and others selected for the other sides; or this can be placed on one side and two placed on another side; they can be colored if a box of colors is owned by a pupil; every pupil should have a box of moist water colors. Or, other flowers may be selected like the geranium.

Now, teachers, each send the best one of the squares, after it is decorated with name of pupil, address, age, etc. We have books to send to three of the best. And let us hear from every teacher who is trying manual training in his school. Let him tell what he does, and what the results are. If manual training is not a good thing we want to know it.

PATRIOTIC SELECTIONS.

I.

The sword of Washington! The staff of Franklin! Oh, sir, what associations are linked in adamant with these names! Washington, whose sword, as my friend has said, was never drawn but in the cause of his country, and never sheathed when wielded in his country's cause! Franklin, the philosopher of the thunderbolt, the printing-press, and the ploughshare! —JOHN QUINCY ADAMS.

II.

Our native song,—our native song,
 Oh, where is he who loves it not?
 The spell it holds is deep and strong,
 Where'er we go, whate'er our lot.
 Let other music greet our ear,
 With thrilling fire or dulcet tone,
 We speak to praise, we pause to hear,
 But yet—oh, yet—'tis not our own.
 The anthem chant, the ballad wild,
 The notes that we remember long,
 The theme we sing with lisping tongue,
 'Tis this we love,—our native song.
 —ELIZA COOK.

III.

The love of country is universal. It has its seat deep down in the human heart. It strengthens with our years; it is not weakened by distance, and we all feel the magnetism of its wondrous power.
 —HON. JOHN F. DILLON.

IV.

God bless the flag! let it float and fill
 The sky with its beauty;—our heart-strings thrill
 To the low, sweet chant of its wind-swept bars,
 And the chorus of all its clustered stars.
 Embrace it, O mothers, and heroes shall grow
 While its colors blush warm on your bosoms of snow.
 Defend it, O fathers, there's no sweeter death,
 Than to float its fair folds with a soldier's last breath!
 And love it, O children, be true to the stars
 Who wove it in pain by the old camp-fires.
 —SAMUEL L. SIMPSON.

V.

By every act let us encourage and promote the true principles of the government. Let the love of liberty hereafter, as heretofore, be dearer than love of life. Let it be our highest aim to promote and uphold everywhere a spirit of strict honesty, and be a virtuous and exalted com-

munity living under and enjoying all the institutions of a model republic.
 —HON. C. S. CHASE.

VI.

O'er the high and o'er the lowly
 Floats that banner bright and holy.
 In the rays of freedom's sun;
 In the nation's heart embedded,
 O'er our Union newly wedded,
 One in all, and all in one.

As it floated long before us,
 Be it ever floating o'er us,
 O'er our land from shore to shore
 There are freemen yet to wave it,
 Millions who would die to save it,
 Wave it, save it evermore.
 —DEXTER SMITH.

VII.

We have had our troubles as a nation. Our domestic war passed over this fair land, leaving its mark on each brow, its shadow in each household. But, thank God, that is over now. Sweet peace blesses the whole land, and slavery, the cause of the war, is no more a part of the system. Now, every man, woman, and child is raised to the dignity of an American freeman, and we all rejoice that it is so. That bright, triumphant banner of liberty now floats proudly over every foot of American soil.
 —HON. I. C. PARKER.

ARBOR DAY AND SPRING-TIME EXERCISE.

1st pupil repeats:—

Like the glad dawn ushering in the winged hours of day, the jocund Spring heralds the successive changes of the seasons. —FREDERICK SAUNDERS.

RECITATION:—

These as they change, Almighty Father, these
 Are but the varied God; the rolling year
 Is full of Thee. Forth in the pleasing spring
 Thy beauty walks, Thy tenderness and love.
 Wide flush the fields; the softening air is balm;
 Echo the mountains round; the forest smiles;
 And every sense, and every heart is joy.

Then comes Thy glory in the summer months,
 With light and heat refulgent. They thy sun
 Shoots full perfection through the swelling year;
 And oft thy voice in dreadful thunder speaks,
 And oft at dawn, deep noon, or falling eve,
 By brooks and groves in hollow whispering gales,
 Thy beauty shines in autumn unconfined,
 And spreads a common feast for all that lives.
 —THOMSON.

2nd pupil:—

"Winter is well-nigh past and gone, driven away by the advent of the still young Spring."

RECITATION:—

Dull Winter hastens to be gone,
 He's disappearing fast;
 The sunny hours are coming on
 The stormy time is past.
 The ice no longer binds the rill,
 Nor snows their mantle fling;
 For every bleak and barren hill
 Has kissed the breeze of spring.
 —R. TOWNLEY.

Little girl asks:—

O, when does the spring begin?

3rd pupil:—

"Every season, in the country, has its dominant musical note, and of the month of March, in Portugal, this note is the wryneck's cry. It comes with a sudden quite startling music of its own from the still leafless coppice, to tell that the time of bud, and leaf, and flower is at hand. The sound too has a certain mystery about it, for though the notes are everywhere in the air, and every dweller here knows them well and welcomes them, the bird that utters them is very seldom seen. Our first spring visitors are the bluebird and the robin, the bluebird invariably coming first. He seems to say—'Hear me, hear me!'"

Little girl comes skipping in with flowers in her hands and repeats:—

I come, I come ye have called me long,
 I come o'er the mountains with light and song!
 Ye may trace my step o'er the wakening earth,
 By the winds which tell of the violet's birth,
 By the primrose-stars in the shadowy grass,
 By the green leaves opening as I pass.
 —MRS. HEMANS.

Boy repeats:—

But I say—"Hail to the trees!
 Patient and generous mothers of mankind,
 Arching the hills, the minstrels of the mind,

Spring's glorious flowers, and Summer's balmy tents
A sharer in man's free and happier sense."

Boy waves his hands and shouts:

"Hurrah! for the beautiful trees!
Hurrah! for the forest grand,
The pride of His centuries,
The garden of God's own land."

Teacher repeats:—

When we plant a tree, we are doing what we can to
make our planet a more wholesome and happier dwell-
ing-place for those who come after us, if not for our-
selves."

RECITATION:—

How gladly would my soul forego,
All that arithmeticians know,
Or stiff grammarians quaintly teach,
Or all that industry can reach,
To taste, each morn, of all the joys
That with the laughing sun arise;
And unconstrained to rove along
The bushy brakes and glens among;
And woo the muse's gentle power,
In unfrequented rural bower.

—HENRY KIRKE WHITE.

4th pupil:—

Spring, the sweet Spring, is the year's pleasant king;
Then blooms each thing then maids dance in a ring,
Cold doth not sting, the pretty birds do sing,
Cuckoo, jug, jug, pu we, to witta woo.

—THOMAS NASH.

5th pupil:—

It is then the times are merry, and
"The tree-tops are writing all over the sky
An' a heigh ho!
There's a bird now and then flitting by
An' a heigh ho!
The buds are rounder and some are red
On the places where last year's leaves were dead;
An' a heigh ho, an' a heigh!
"There's a change in every bush in the hedge:
An' a heigh ho!
The down has all gone from the last year's sedge;
An' a heigh ho!
The nests have blown out of the apple trees;
The birds that are coming can build where they
please;
An' a heigh ho, an' a heigh!"

Therefore, glad bird, warble, and shrill, and carol,
Now that earth whom winter stripped,
Putteth on her spring apparel,
Daintily woven, gaily tipped.

—ALFRED AUSTIN.

6th pupil:—

But I want to plant some trees and should like to
know what ones have been selected.

A boy repeats:—

"Then here's to the oak, the brave old oak,
Who stands in his pride alone;
And still flourish he, hale green tree.
When a hundred years are gone."

—H. F. CHORLEY.

A little boy repeats:—

"Tall oaks from little acorns grow."

7th pupil:—

In my plot no tulips blow—
Snow-loving pines and oaks instead;
And rank the savage maples grow
From Spring's faint flush to Autumn red."

—EMERSON.

Little girl repeats:—

I have found violets, Spring has come on,
And the cool winds feel softer, and the rain
Falls in the beaded drops of the Summer time.
You may hear birds at morning and at eve,
The tame dove lingers till the twilight falls,
Cooing upon the eaves, and drawing in
His beautiful, bright neck; and, from the hills,
A murmur like the hoarseness of the sea,
Tells the release of waters, and the earth
Sends up a pleasant smell, and the dry leaves
Are lifted by the grass; and so I know,
That Nature, with her delicate ear, has heard
The dropping of the velvet foot of Spring.

—N. P. WILLIS.

8th pupil:—

I am thankful for the violets, but I thank heaven for
the trees. With my little voice I claim for them the
gratitude of man.

Teacher:

Who can tell me about our famous trees?
Answers given by different pupils.

1. The "Burgoyne Elm" at Albany, N. Y. It was
planted on the day the British general, Burgoyne, was
brought a prisoner into Albany.

2. The ash-trees planted by General Washington at
Mt. Vernon. These trees form a beautiful row, which
are the admiration of all who visit the home of the
"Father of his Country."

3. "The Cary Tree," planted by Alice and Phoebe
Cary. One day coming home from school they found
it in the road, and carrying it to the opposite side, they
dug out the earth with sticks and their hands, and
planted the tree. When these two sisters had grown to
womanhood, and removed to New York City, they
never returned to their old home without paying a visit
to the tree they had planted. That tree is the large and
beautiful sycamore which one sees in passing along the
Hamilton turnpike from College Hill to Mt. Pleasant,
Hamilton county, Ohio.

4. "Washington Elm," in Cambridge, Mass. Under
the shade of this venerable tree, Washington first took
command of the Continental army, July 3, 1775. It
stands in the center of a great public thoroughfare, its
trunk protected by an iron fence from injury by passing
vehicles, which for more than a century have turned out
for this tree.

5. "Old Liberty Elm," in Boston was planted by a
schoolmaster long before the Revolutionary War, and
dedicated by him to the independence of the colonies.
It stood there until within a few years, and when it fell
the bells in all the churches of Boston were tolled, and a
feeling of sadness spread over city and state. It was
the custom of our New England ancestors to plant trees
and dedicate them to liberty. Many of these "liberty
trees," consecrated by our forefathers, are still standing.

6. The weeping-willow in Cop's burying-ground, near
Bunker Hill. This willow, grown from a branch taken
from the tree that shaded the grave of Napoleon at St.
Helena, now waves over that of Cotton Mather, so noted
in Salem witchcraft.

9th pupil:

Not an oak in all that list of "famous trees." All
in favor of our planting an oak rise upon their
feet.

School rise, and wave their hands.

RECITATION:—

The young oak grew and proudly grew,
For its roots were deep and strong;
And a shadow broad on the earth it threw,
And the sunshine linger'd long
On its glossy leaf, where the flickering light,
Was flung to the evening sky;
And the wild bird soared to its airy height,
And taught her young to fly.

—MRS. E. OAKES SMITH.

RECITATION:

With his guarded old arms and his iron form,
Majestic in the wood,
From age to age, in sun and storm,
The live-oak long has stood;
And generations come and go,
And still he stands upright,
And he sternly looks on the world below,
As conscious of his might.

10th pupil:

And I want to plant a pine tree, for I think
with Ruskin that "the pine shadows rest upon
a nation."

RECITATION:

Old as Jove,
Old as love,
Who of me
Tells the pedigree?
Only the mountains old,
Only the waters cold,
Only moon and star
My coëvals are.
Ere the first fowl sung,
My relenting boughs among,
Ere Adam wived,
Ere Adam lived,
Ere the duck dived,
Ere the bees hived,
Ere the lion roared,
Ere the eagle soared,
Light and heat, land and sea,
Spake unto the oldest tree.

—EMERSON.

Little girl asks:—

"Do you suppose they will ever put our oak and pine
among the list of famous trees?"

Teacher:—

That will depend upon your own actions. If the boys
and girls of this school do noble deeds in the world,
many will remember our planting these trees, that
otherwise would forget all about it.

11th pupil:—

I suppose you mean by that, that we must plant some-
thing with the trees.

Little boy:—

I know what she means, but I am not going to tell,
but when I throw a handful of dirt around our tree you
just notice if I am not a better boy after that.

12th pupil:—

What you say reminds me of something Washington
Irving said: "As the leaves of trees are said to absorb
all noxious qualities of the air, and to breathe forth a
purer atmosphere, so it seems to me as if they drew from
us all sordid and angry passions, and breathed forth
peace and philanthropy."

RECITATION:—

Oh, Rosalind! these trees shall be my books,
And in their barks my thoughts I'll character,
That every eye which in this forest looks,
Shall see thy virtue witnessed everywhere.

—SHAKESPEARE.

RECITATION:—

I care not how men may trace their ancestry,
To ape or Adam; let them please their whim;
But I, in June, am midway to believe
A tree among my fair progenitors—
Such sympathy is mine with all the race.

—JAMES RUSSELL LOWELL.

Hail, old patrician trees so great and good!
Hail, ye plebeian under-wood!
Where the poetic birds rejoice,
And for their quiet nests and plenteous food,
Pay with their grateful voice.



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QUEEN ELIZABETH.

First Pupil.—BIRTHDAY.

Born September 7, 1533, at Greenwich palace, the favor-
ite abode of her royal parents, Henry VIII. and Anne
Boleyn.

Second Pupil.—EDUCATION.

Her education was carefully attended to under the sup-
erintendency of Catharine Parr, the last of her father's
queens. Under the instruction of the celebrated Roger
Ascham she made great progress in several languages and
also became very skilful in music. Her works consist
chiefly of translations from the Greek, Latin, and French.
She read or wrote something every day.

Third Pupil.—HER REIGN.

She became queen in her twenty-fifth year, and reigned forty-four years. Her reign was often spoken of as the "golden days of good Queen Bess."

Fourth Pupil.—PERSONAL APPEARANCE.

She was very fond of decorating her person, and her love for rich dresses, jewels, and other ornaments was always very evident. Paul Hentzer, a German, saw her going to church in her sixty-fifth year and describes her as having pearls with rich drops in her ears, false red hair, a small crown on her head, a white silk dress bordered with pearls, and a collar of gold and jewels.

Fifth Pupil.—INCIDENTS.

Once when walking she came to a muddy place and Walter Raleigh, who happened to be near, spread his new plush cloak on the ground for her to walk on.

Walter Raleigh once wrote on a window where she could see it, "Fain would I climb, but fear I to fall." She immediately wrote under it, "If thy heart fail thee, climb not at all."

Sixth Pupil.—HER DEATH.

She died March 24, 1603, in the seventieth year of her age, and was buried in the same grave with her sister, Mary Tudor, in Westminster abbey. For many days and nights before her death she refused medicine and sat with her finger on her mouth refusing to speak. She was the last of the Tudors.

MEMORY GEMS.

"I have discovered the philosopher's stone that turns everything into gold; it is, 'Pay as you go.'"

—FRANKLIN.

A single bad habit will mar an otherwise faultless character as an ink spot soileth the pure white page.

—H. BALLOU.

Dare to be true; nothing can ever need a lie.

—GEORGE HERBERT.

I love to lose myself in other men's minds.

—CHARLES LAMB.

There is no success without you work for it.

—JAMES GARFIELD.

You cannot dream yourself into a character; you must hammer and forge yourself one.

—FROUDE.

Whatever career you embrace, propose to yourself an elevated aim.

—VICTOR COUSIN.

A noble deed is a step towards heaven.

—HOLLAND.

It is of very little account what men think of us, but it is of great importance what God thinks of us.

—MOODY.

If you love others, they will love you. If you speak kindly to them, they will speak kindly to you. Love is repaid with love, and hatred with hatred.

Better be small and shine, than be great and cast a shadow.

—REV. THERON BROWN.

When we see the dishonor of a thing, then it is time to renounce it.

—PLUTARCH.

Do something worth living for, worth dying for.

—DEAN STANLEY.

Youth should be a savings bank.

—MADAME SWETCHINE.

Nothing is so hard but search will find it out.

—HERRICK.

He is not only idle who does nothing, but he is idle who might be better employed.

—SOCRATES.

We can do more good by being good than in any other way.

—ROWLAND HILL.

It is not calling your neighbors names that settles a question.

—D'ISRAELI.

Better be an hour too early than a minute too late.

He who shuns not small faults by little and little falleth into greater ones.

THINGS OF TO-DAY.

A plan has been formed for tunneling underneath Broadway, New York, from the city hall to Harlem, with branches running under the East and Hudson rivers. [Why is rapid transit necessary to New York? How would tunnels to Jersey City and Brooklyn affect the freight business?]

Socialist meetings in France were dispersed by the police. [Define the word socialism. Under what other names are social agitators known? What are the proper means of securing redress of social wrongs?]

President Harrison was inaugurated at Washington. [How many presidents of the United States have there been? Where was the first president inaugurated? When was Washington city founded, and how was the district in which it is situated obtained? Why is it called the "City of Magnificent Distances"?]

Mr. Edison will have a magnificent electrical display at the Paris exposition. [What did Franklin's experiment with a kite prove? Who invented the telegraphic alphabet, now in use? What changes has telegraphy made in the business world? Give an account of the laying of the first Atlantic cable. Explain how the electric light is produced. How is electricity used as a motor?]

Seventy lives were lost in a gale on the North sea. [What countries border on the North sea? Mention the strongest nations among them. Explain the theory in regard to the cause of storms.]

The Federate Council of the Protestant Episcopal church of New York formed a province from the five dioceses of the state. [What is a diocese? What churches divide their jurisdiction into dioceses? By what name are the district organizations of the M. E. church known? The Presbyterian? The Dutch Reformed? In what countries are there established churches? Why is there not one in the United States?]

Congress considered various appropriation bills. [Mention different departments of the government. How is money raised to pay the expenses? What are the advantages and disadvantages of the present mode of indirect taxation? What articles can you mention on which an indirect tax is paid to the United States government? Do you think taxation should produce a surplus, or merely pay the government expenses? Why?]

FACT AND RUMOR.

Dr. Frithiof Nansen, the explorer of Greenland, is a typical Norseman. "I live much in the pine forests," he says: "they are so solemn." [Give an estimate of the size of Greenland. By whom is it inhabited? For what are the Norsemen noted? What do you know about their country? What other trees besides pines are found in that climate?]

The New England Woman's club recently gave, at Boston, a reception to Miss Katherine Simonds, to commemorate her fiftieth anniversary as a public school teacher. [What states are known as New England? How did they receive that name?]

The late M. R. Saint-Hilaire, one of the last survivors of the eminent Sorbonne professors of Louis Philippe's reign, died a few days ago at the age of eighty-three. [What do you know about Louis Philippe? What king of France was beheaded? Who is the president of that country? What caused the recent resignation of the cabinet?]

Samuel J. Tilden's birthday was celebrated. [What reforms did he effect in New York? When did he run for president? How was the disputed election decided?]

The widow of Richard A. Proctor has been granted a pension of \$500 a year by Queen Victoria. [What do you know of Mr. Proctor as a scientist? Mention some important discoveries made by noted astronomers? What ancient nations were most proficient in astronomy? How are astronomers able to predict eclipses of the sun and moon with such wonderful accuracy?]

A good sharp appetite and good digestion are given by Hood's Sarsaparilla. Take it now.

EDUCATIONAL NOTES.**ALABAMA.**

Supt. J. H. Phillips is now delivering to the Birmingham high and normal schools an interesting course of lectures on the "History of Language." M. W. R. Birmingham.

CALIFORNIA.

A bill is before the legislature asking for the establishment of, and an \$80,000 appropriation for, a medical college to be located in San Francisco, and to form a part of the university system.

There are fifty-two county superintendents in the state, of whom seven are women. There are also sixteen cities having city superintendents. In many cases the city officer is also county superintendent.

The senate has passed a bill for the establishment of a state reform school to be located at Ione, Amador county.

According to the last report of the superintendent of public instruction, it appears that, in 1888, there were in the state, 2,712 school districts; 4,968 teachers employed; 297,000 pupils enrolled; 270,500 census children in the state. Of the teachers employed, 1,112 were holders of life diplomas, and 748 held educational diplomas.

California pays her teachers a higher average salary than any other state in the Union.

IOWA.

A school and home for children who have only one or no parents is to be built in the vicinity of Etherville. Mr. Daniel Pierce, once a poor orphan, but now a wealthy banker of Illinois, gives \$100,000 for this purpose. Each pupil will be given a thorough education in the English branches. They will also be taught the best methods of farming, stock-raising, housekeeping, etc.

Normal institutes will be held in the school-house at Kensett for two weeks beginning March 18. The fall session convenes in the public school building at Northwood, beginning on the 19th day of August and closing the 30th. H. H. DAVIDSON.

Etherville.**KANSAS.**

The board of trustees of Midland College, at Atchison, have elected Rev. S. B. Barnitz, of Des Moines, who has during the past six years been secretary of the home mission board of the Lutheran church, president of the college. The college opened its new building January 8.

The public library at Emporia, has received a handsome gift from Senator Plumb in the shape of a complete edition of the Britannica encyclopedia, beautifully bound in morocco.

The advisability of introducing music as a regular study in the public schools of Kansas City is being discussed.

The Dickinson county teachers' association held a largely attended meeting January 12. Over 150 teachers were present. A feature of the program was a lecture by State Supt. G. W. Winans. The new officers elected are: president, S. M. Cook; vice-president, H. F. Graham; secretary, Miss Franc Baker.

Prof. Curtis has resigned his chair of mathematics in Washburn College, Topeka, and accepts a U. S. government position. He is succeeded by Prof. T. E. Leighton, a teacher of 17 years experience and a graduate of Yale.

Kansas boasts of fifteen educational papers.

The high school of Leavenworth has 224 pupils—92 young men and 132 young women. The whole number of pupils of the public schools as enrolled November 1, is 2,807.

The Abilene high school added 600 volumes to its library this month.

Loua Patty, one of the best teachers in the city schools of Emporia, was married to Hon. Fremont Miller, state representative. Her sister takes her place in the schools.

MARYLAND.

The colored teachers have reason to be proud of their examiner and secretary, Mr. John T. Thompson. He labors earnestly for their advancement, and under his guidance the schools are greatly improved. CHAS. L. MOORE.

Ellicott City.

NEVADA.

The teachers of Eureka hold an institute every Friday afternoon at which Supt. Will S. Monroe gives a talk on psychology.

The bill in the legislature, prohibiting persons under eighteen years of age from teaching in this state, has been tabled.

The average monthly salary of male teachers in Nevada is \$98.41; of female teachers, \$67.05; average length of school term, 8.5 months.

There was a rumor that Nevada expected to go into the book-publishing business. There is no probability, however, of the experiment being tried.

State Supt. Dovey has this to say of the high schools of Nevada in his report just published: "The High Schools of Virginia, Gold Hill, Carson, Reno, and Eureka, are deserving of special mention. Each is under the management of able, zealous, and progressive educators. Upon them for years the state has depended for its ablest and most proficient teachers."

Eureka.

WILL S. MONROE.

NORTH CAROLINA.

The cause of education in North Carolina is advancing.

The association of city superintendents recently held a most successful session in which all the leading towns of the state were represented. Many topics of vital interest were discussed, among which we may mention, "The Educational Value of Manual Training," "Science in the Schools," "Examinations for Promotion," "The Work of the City Superintendent," etc.

The Education Club, composed of presidents of colleges, principals of high schools, and superintendents of city schools is our latest organization and has for its object the advancement of every educational interest in our state.

An increased attendance is expected at the next session of the teachers' assembly and immediately after its close a party of sixty teachers will sail for Europe.

It seems more than probable that the present legislature will establish a training school for teachers.

Our state superintendent and several city superintendents attended the Washington meeting. W. A. BLAIR.

Winston.

ONTARIO.

Professor Brown, late of the Ontario Agricultural College, has been appointed, by the government of Victoria, principal of the Central Agricultural College of Australia, with headquarters at Melbourne.

Principal Grant, of Queen's University, Kingston, is agitating for a higher and more uniform standard of matriculation to the universities. The more all the preliminary examinations are consolidated by the colleges, the better will the secondary schools accomplish the work.

Lindsay high school has been raised to the status of a collegiate institute; Parkdale high school is also to receive the same promotion. The high school at Glenora went into operation in January and another new high school is under way at Aurora. Meanwhile the government is supreme in the matter of increasing the grant to the secondary schools.

Prof. Alexander, of Dalhousie College, Halifax, has been appointed to the chair of English, in Toronto University.

The Hon. Mr. Ross, minister of education, recently called together a number of manufacturers and workers in the different mechanical arts, to take counsel with them about the establishment of a school of technology.

The finance committee are going to grade the salaries of principals on the following scale: For first year's service, \$750; from 2d to 8th year's service, \$36 per year increase; from 9th year's service to 15th year's service, \$48 per year increase, or a maximum of \$1,538.

PENNSYLVANIA.

Potter county has a permanent teachers' association, which holds semi-annual meetings. The association owns a valuable teachers' library, to which it is constantly making additions. The following are some of the prominent features of the meeting held at the Eleven-Mile school house, February 22 and 23: "Pri-

mary Reading," Eda Doerner; "How to Interest the Parents," J. C. Wilkinson; "Methods in Spelling," Kate I. Holmes.

A number of local institutes are every year held in the county; all of which are well attended by the people.

The Coudersport school board recently gave their primary teacher, Miss Jennie White, ten dollars, with which to purchase material for teaching color, form, and number. The superintendent of the county, Mr. H. H. Kies, is in full sympathy with progressive ideas in education.

The trustees of the Bloomsburg normal recently decided to appropriate a small sum for the purpose of purchasing papers and magazines for the reading-room of the school.

Bloomsburg.

WM. NOETLING.

SOUTH CAROLINA.

The last annual report of the state superintendent of education shows an increase in enrollment of 18,417, an average attendance of 14,036, more and better schools, and advancement in all educational interests. Winnsboro and Rock Hill have spent about \$12,000 each on their school buildings. Greenville begins with \$18,000 and her magnificent school-houses are located in the finest parts of the city. It is recommended that each district be given authority to levy a local supplementary school tax. The recently added normal college of the state university for males, and the Winthrop training school for girls are well spoken of. Sixteen county institutes were held during the year. Industrial education is spoken of as follows: There is quite a demand for industrial training schools, and it is desired that private benevolence should furnish at least one model." The report abounds in glittering generalities.

WM. S. MORRISON.

Greenville.

TEXAS.

German and Spanish are thoroughly taught in the San Antonio schools. The Tyler schools celebrated, March 2, the Texas Fourth of July, throughout all grades. The schools will make an exhibit of practical work some time in April. Keatchie College, T. A. Coleman, president, has been removed from Keatchie, La., to Nacogdoches, Tex., and is in a flourishing condition. Mrs. Fannie Reese Pugh, principal of the Hearne schools, deserves unbounded praise for the energy and patience she has shown in her work. G. W. Dale, formerly of Nashville, is now teaching elocution in Ft. Worth. Dr. M. B. Franklin, a leading Texas educator, died recently at Tampa, Fla. The colored teachers of De Witt county have organized a reading circle. The Ennis public schools, under Supt. Watkins, are doing finer work than ever before. The superintendent has an able assistant in Prof. Bernard Packard. The county and city superintendents, at their meeting in Waco, recommended to the legislature: (1) The establishment of the district system, the districts to have the same bounds as the justice precincts. (2) The payment of all school moneys collected by the counties into the state treasury, to be disbursed from the treasury on requisition of county officials, as money may be needed. (3) The union of two or more sparsely settled counties into one district for county superintendency work. (4) The enactment of a law, requiring country teachers to attend an institute at least two days out of every two months, one of these days to be a school day, penalty of not complying with this law to be the forfeiture of salaries for two days. The county institute of Johnson county holds interesting meetings every month at Cleburne, where Supt. J. H. Long has charge. Supt. Sutton, of Houston, has three new principals, Messrs. Atwood, Majors, and Chrisman, all of whom receive a hearty welcome to Texas. Prof. A. A. McGregor, the new superintendent of Waco, has made a most favorable impression upon his co-workers, and has taken hold of his work with much energy. Supt. J. R. Winds, of Burnet, is a new man in Texas, but he has already won a fine place among our educators.

MRS. PENNYBACKER.

TENNESSEE.

We have had no institutes in some time, but we are all going to the National Association next summer.

The "six weeks free schools" have commenced in many districts. The Brownsville Female College has recently admitted boys.

Stanton Depot.

W. D. POWELL.

VERMONT.

Ex-State Superintendent Dart has begun his work writing the Springfield town history.

Miss Dora Wells, of Montpelier, has been elected principal of a school in Corry, Penn.

Hon. C. P. Marsh, of Woodstock, has presented to the University of Vermont 100 volumes for its law library.

Barre is to have a new school-house built from modern plans to accommodate its 500 school children in comfort.

A well supported Shakespeare club is a feature of student life at the Methodist seminary at Montpelier.

Perkinsville.

B. H. ALLBEE.

NEW YORK CITY.

The department of vocal music in the College for the Training of Teachers, No. 9 University Place, is under the direction of Prof. Theodore F. Seward, and the Tonic Sol-fa method is adopted as the basis of instruction. Vocal music is taught in both the junior and senior years of the college course, and it is an advantage of the system employed that it makes it possible for the regular class teacher to give the instruction in music, thus rendering the employment of a special teacher, with all its attendant educational disadvantages, unnecessary. This department is also prepared to give instruction to special students and to special or private classes of teachers and others, and to furnish teachers to introduce the system elsewhere. Prof. Seward himself is prepared to give a limited number of lectures and lessons at points not too remote from New York City. A special class is now organized, meeting at the college on Tuesdays at 4 P. M., to study sight-reading and the methods of teaching it. Terms: \$5.00 for the course of fifteen lessons. For further information address Nicholas Murray Butler, Ph.D., president, 9 University Place, New York City.

Charles R. Hemman, a schoolboy, thirteen years old, ran away from his home at No. 128 East Eighty-seventh street, on Wednesday, because he had failed in his examinations, and was mortified by the loss of promotion. The police are looking for him.

There was a large attendance at the meeting held at 9 University place, College for the Training of Teachers, March 1, to discuss plans for introducing into New York the study of history, and especially American history, after the methods adopted at the old South Church in Boston, which work has extended to Chicago and other Western cities.

Dr. Nicholas Murray Butler called the meeting to order at 4 p.m., and after a few opening remarks introduced Dr. William T. Harris, of Concord, Mass., who addressed the meeting, upon the value of historic study, and the need that the history of our own country and its institutions shall be intelligently understood, especially in cities where a large body of the voters are of foreign birth or parentage.

After speaking of the Old South work in Boston, Dr. Harris said: "We are a composite population, and the foreigners who come here would not be interested in us as a people, if they were not able to see and know what we have done by history. In reading the newspaper, they must have a knowledge of our history. Our present can only be known by our past. All history should be studied as a conflict between the individual will and the substantial will. History may be said to be the unfolding of the substantial will. A man finds his greater self in studying what is substantial in human freedom." Dr. Harris' lecture presented history in its broadest sense, and we regret that space forbids our giving it in full. George Cary Eggleston and Prof. Thomas Davidson made some interesting remarks at the close of Dr. Harris' lecture. It was resolved that a committee of five be appointed by the chairman to formulate methods for the better understanding of the history and institutions of our country.

CONFERENCE OF EDUCATIONAL WORKERS, ORGANIZED JANUARY 16, 1889.

The object of this conference is "to secure a better understanding and formulation of natural methods of instruction, and a more intelligent co-operation in all departments of educational work."

"Any person interested in the objects of the association shall be eligible for membership. The names of persons applying for membership shall be received by the secretary and referred to the committee on membership; and upon this report a ballot shall be had and a majority vote of the members present, and voting, shall be sufficient to elect."

"The membership fee shall be one dollar per annum, payable during the month of January."

OFFICERS AND COMMITTEES, 1889.—President, Nicholas Murray Butler, Ph.D., president of the College for the Training of Teachers, New York City. Vice-Presidents, William N. Barringer, A.M., superintendent of schools, Newark, N. J.; Miss Julia Richmond, principal of grammar school No. 77, New York City. Secretary, Miss Emily I. Conant, Normal College, New York City. Address, 42 West 48th street, N. Y. Treasurer, John F. Woodhull, A.B., College for Training of Teachers, New York City. Address, No. 9 University Place, N. Y. Executive Committee, the president, the secretary, the chairman of the committee on kindergarten, the chairman of the committee on form study, the chairman of the committee on manual training, the chairman of the committee on usual school work; Randall Spaulding, superintendent of schools, Montclair, N. J. Committee on Kindergarten, Miss Caroline T. Haven, Workingmen's School, New York City; Miss Angeline Brooks, College for the Training of Teachers, New York City; Miss May Macintosh, Weehawken, New Jersey; Miss Sarah A. Stewart, Girls' Normal School, Philadelphia; Miss Mary L. Van Wagenen, All Souls' Church kindergarten, 48th street and 6th avenue. Committee on Form Study and Drawing, Walter S. Perry, Pratt Institute, Brooklyn; Miss Alice Stone, Cooper Institute, New York; Mrs. Sara B. Fawcett, supervisor of drawing, Newark, N. J.; Langdon S. Thompson, supervisor of drawing, Jersey City, N. J.; Miss M. C. Field, high school, Long Branch, New Jersey. Committee on Manual Training, Albert G. Compton, College of the City of New York; Henry M. Leipziger, Ph.D., Hebrew Technical Institute, New York; Charles R. Richards, Pratt Institute, Brooklyn; Arthur W. Chase, College for the Training of Teachers, New York City; Paul Hoffman, assistant superintendent of schools, New York City. Committee on Usual School Work: S. T. Dutton, superintendent of schools, New Haven, Conn.; Randall Spaulding, superintendent of schools, Montclair, N. J.; Miss Isabelle Parsels, Normal College, New York; Henry P. O'Neil, principal of grammar school No. 1, New York; James M. Green, A.M., principal of state normal school, Trenton, N. J. Committee on Admissions: N. A. Calkins, assistant superintendent of schools, New York; W. H. Maxwell, superintendent of schools, Brooklyn; Jerome Allen, Ph.D., professor of pedagogy, New York University.

At the meeting for the purpose of discussing plans for introducing into New York the study of history, the following committee was appointed to discuss and formulate plans:

George Cary Eggleston, chairman, editor of the Commercial Advertiser.

N. A. Calkins, assistant superintendent of schools.

Rev. R. Heber Newton.

Miss Charlotte F. Daley.

Dr. W. A. Dunning, instructor in history, Columbia College.

BROOKLYN.

MEETINGS, CENTRAL SCHOOL.

March 1.—All grades. "Benefits of Professional Reading to the Class Teacher." Principal W. M. Giffin, Newark.

March 8.—1st, 2d, 3d, and 4th grades. "Plants and Practical Illustrations of How to Collect and Preserve Botanical Specimens for Class Work." Prof. John Mickleborough.

March 15.—All grades. "The Principles Underlying Elementary Language Teaching." Dr. Jerome Allen.

March 22.—5th, 6th, and 7th grades. "Reading." Principal A. B. Guilford, Jersey City.

ALICE A. DOUGLAS,

Chairman Com. on Prim. Grade Meetings.

LETTERS.

321. ORGANIZED EFFORT.—Organized effort is needed. All tradesmen, of whatever occupation, have their organizations. Manufacturers have their trusts. Capitalists have their syndicates. Doctors have their medical societies. Ministers have their conferences. Grocers have their trade meetings. What have the teachers? No associations are formed for their general welfare. Each teacher plods his own weary way, and so long as no union exists the evils enumerated will confront us.

Reforms for the correction of these abuses are urged by some of the foremost teachers in the state. Shall these gallant heroes have our earnest support? Shall we courageously stand by them?

Hamburgh, N. J.

WM. M. VAN SICKLE.

322. TEACHERS' HOLIDAYS.—Is Thanksgiving a holiday "for everybody but teachers"? A member of the board refused to give me that day, and that is what he said. He added, "Teachers do not work twenty-six days of every month." But we work very hard twenty days of each month. I should like to know how they are going to give the children a holiday, and not the teacher. I suppose I shall be wiser when I am old, but it is more than I can understand now.

YOUNG HOPEFUL.

323. HINTS ON DISCIPLINE.—A school teacher can never be successful in the class-room, unless the pupils have perfect confidence in him. To accomplish this the teacher must trust the scholars, and ask occasional favors. If the class is noisy, it is because system is wanting. The pupils should be so arranged in their seats, that the restless ones are separated. Then a program of the day should be tacked on the wall, and literally followed. Each pupil should understand that he has a time to study, a time to recite, and a time to converse.

A. R. S.

324. A WORD FROM NEW JERSEY.—A recent number of the JOURNAL says, "Parsing is dead and diagramming dying." If you should come over to New Jersey, you would still find a great deal of precious time wasted in this way in some of our most pretentious schools. In our school the pupils have commenced a lifeless course of parsing, with which I am thoroughly disgusted. What shall we teach in regard to language. How shall we teach it so as to be a real benefit? We ask your assistance. We will succeed if untiring effort brings success.

Rockaway.

F. J. HEADLY.

325. DISCOURAGEMENTS OF TEACHERS.—Every teacher that works for a higher station in life, and for the improvement of the educational system, will overcome the discouragements. The one which affects me most is that of obtaining study, for so many look at the territory gone over, and not the amount of knowledge obtained.

Weatherby, Mo.

A. E. HARPER.

326. CLOCK TIME.—I notice that all the clocks used as signs, point to eighteen minutes past eight. Why is this time selected?

M. M. L.

This is to designate the hour when Abraham Lincoln was shot on April 14, 1865.

327. GOD BLESS YOU.—Why do the Norwegians of this state (Minnesota) universally say, "God bless you," when any one sneezes? I noticed that many Irish used the same expression in Connecticut.

M. D.

We have emerged from a period of ignorance and superstition, it must be remembered, and much of the superstition still remains, such as the dialike of Friday, seeing the new moon over the left shoulder; sneezing was believed to be the effect of the departure of an evil spirit.

328. COMBUSTION IN WINTER.—I noticed that N. B. W. gives, as the reason that combustion is faster in winter, that more oxygen is contained in a given quantity of air. It seems to me that a better reason is, the difference between the specific gravity of gases of combustion and surrounding atmosphere,—i.e. the difference is greater in cold weather than in warm, hence better draught or more air,—thus giving more oxygen for the process of combustion.

Lemars, Iowa.

JOHN L. VARNUM.

329. MENTAL DISCIPLINE.—In a recent number of the JOURNAL, appeared an article from the pen of William M. Giffin, with which I am in the main in union, but there is one paragraph to which I wish to take exception, and that is the fourth, in which he endorses the method of the teacher who combined school-room recitation with a game of ball. Such methods inflict injuries on the minds of the pupils. The chief end of school-work is not to make the "children just as happy as they can be," but it is to train their minds and develop harmoniously all the faculties. But just as soon as we begin to teach by "fun" methods, we lead pupils to feel that the chief end of life is to have a "jolly good time," which I believe is a great mistake.

Yardley, Pa.

F. ALGERNON CADWALLADER.

330. CHILDREN ARE SUSCEPTIBLE TO IMPRESSIONS.—The influence of one pupil over another is due to the same tendency to imitate. How shall the teacher correct the bad impressions children receive from each other? What shall he do when he sees one drifting into evil through evil companionship? We must not arouse discord among them; we cannot separate them. Shall we then select the pupil who seems to encourage evil instead of good, and make him our special care and study? Armed with that charity that beareth all things, and hopeth all things, shall we patiently and untiringly work and watch and pray for the easily tempted, the erring and the weak?

G. W. S.

331. ENCOURAGEMENT TO TEACHERS.—The following letter was sent by a boy to a teacher, who had given her much trouble during the term, and who has now left her room, as he has been promoted:

Dear —: I am very sorry that I am going to leave you now and I hope you will have the benefit of it. I did never know how to read until I came to your class and I can tell to any teacher in the school because you can make good scholars for I am the one that knows it. I could learn more off you in one day than I could learn off any teacher in the primary department and I hope you will always the luck of it in the rest of your life.

Your loving friend,

New York City.

332. JANITOR WORK.—Who should build fires in the school-house, the teacher or the district, if there is no mention of it in the contract? M. I. X.

This is not a question of law, but of adjustment, tact if you please. Have a fair and square talk about it with the trustee, and if you use reason he will probably be won, unless he is perfectly unreasonable.

333. ELEVATE THE SCIENCE OF TEACHING.—How can the teachers' profession be raised to its proper place? That it does not occupy its royal rank among the professions may not be the fault of the teacher of to-day, but that it should remain in its humble and degraded sphere will certainly be laid to our doors. First, must it ever be a stepping-stone to the other professions? Imagine a man practicing law or medicine until he makes money enough to study the science of teaching? Would he not do much less harm in the world if he were to deviate, so decidedly from the usual course? Is the profession unable to defend itself? God gives no greater gift to man or woman than that of teaching! Only those who know and understand it realize its fearful responsibilities, its wondrous privileges. Is it not cowardly? Is it not criminal to permit a thing so holy to fall in the rear, oh teachers? "He who'd be free, himself must strike the blow." What can we do? The other professions, and the trades defend themselves, why cannot we? Do we fully appreciate the worth of our work?

E. D. S.

334. OVERCROWDED SCHOOLS.—I recently visited the Jackson schools. The university students acquitted themselves well. I have never heard more masterly speeches, nor seen more manly young men. Meeting one of the teachers I asked him about the character of work done in the city school. He replied, "Well, they say we have a fine school, everything is on a grand scale; but let me tell you, we can't do justice to so many. For instance, we are compelled to hear a reading class, of 50 or 75 pupils in 15 minutes." Is this the case with all the city graded schools? Then truly they can be but little more than grand machines. Where, in such a system, can we find room for individual influence, individual training?

W. D. P.

335. THE RELATION OF THE SCHOOL TO THE FAMILY.—In the JOURNAL for Dec. 1, Rev. W. Travis says that he is in honest doubt whether our common school system, thus far, has been an aid or hindrance to the family, and that there is scarcely one school in a thousand whose instruction and discipline make better and more obedient and faithful children in the household.

My friend, the root of the evil is not in the schools, but in the homes. As a teacher, I am willing to shoulder my share of the responsibility, but I am not willing to take the parents' in addition. Truly has Froebel said, "Cultivate the mothers and you cultivate the human race." If parents would work in unison with the teachers, our work would be much more effective.

Willmar, Minn.

CARRIE A. SMITH.

336. HOW I TEACH GEOGRAPHY.—We are now studying Europe. Each member of the class has a blank book, and for first lesson is to bring to the class an outline of each country of which that grand division is composed. We then have a general conversation concerning its position on the globe, etc. The pupils name and bound each country from their own drawings. In the next lesson they come to class with mountains and rivers drawn, and continue in this way until everything of interest concerning Europe has been drawn and talked about. They are encouraged to gather knowledge from newspapers.

Sperry, Iowa.

ETTA BARR.

337. MAKE CHANGES CAUTIOUSLY.—It is true that "he who makes two blades of grass grow where one grew before, is a benefactor of the race." In making room for the

extra blade, he should be careful not to pull out any of the blades that are already growing, and are still useful, which I am afraid Mr. A. E. Frye has been doing. For instance he mentions:

1. "Book definitions of natural forms of land and water." These may be taught to advantage with the aid of pictures given in most geographies and illustrations given by the teacher.

2. "Height of mountain peaks," and "Area of countries" may be taught to advantage as a means of comparison, besides being useful information.

3. "Lists of products,—exports and imports,—except those of chief commercial value." These may be taught and the less important ones added with the statement that they are not of so much importance. In this way the pupil will readily understand that there are a few of these articles produced or exported.

WM. WEBBER.

338. "WHAT CAN BE OMITTED."—I was much interested in the article by Mr. Frye, and I think that a great deal of time is wasted on unimportant parts of geography, but in pulling up geographical weeds, it seems to me that he would pull up some of the "good grain." I give a few items: (1) I think that if teachers would explain the definitions of the natural forms of land and water, given in text-books, they would be of far more value, and better than those that most teachers can give. (2) I would give about the height of some of the prominent mountains of a country; so that a scholar may be able to tell whether a mountain is one or five miles high. (3) If it had not been for lists of exports and imports given in geography, I should have known but comparatively little about our country's commerce.

WARREN H. DENISEN.

339. COLORED SCHOOLS.—There are thirteen colored schools in Howard Co., Md., and fourteen teachers. At the association held on February 18, the sum of \$718.14 was paid to them, which amounts, in most cases, includes bills for the school, to be paid, less sums that have been paid on account. The highest salary paid to any one colored teacher is \$75 per quarter, about \$30 per month, and that is paid to but one; the lowest is \$50.

In one of the recent numbers of the JOURNAL, I saw an account of a female teacher in the West who walked daily eight miles. We have one who walks daily ten miles. He tells me that his attendance is most discouraging. In my own school there is an enrollment of 94, with an average of but 54, and there are yet out of school almost three times as many children, who have never been inside of the school-room, and whose parents seem to have no desire to send, as their names are not on my register.

Ellicott City, Md.

CHAS. L. MOORE.

340. UNIFORM STATE EXAMINATION QUESTIONS.—I notice that you publish uniform state examination question, in the INSTITUTE. If they are so productive of good results, why not give the readers of the JOURNAL the benefit of them. I appreciate the contents of the JOURNAL, but think the publishing of examination questions would add to its utility.

The reason why we do not publish these questions in the JOURNAL is because we have not space. We hope to be able to increase the number of pages of the JOURNAL next September. We shall certainly do so if our list continues to increase as rapidly as at present. Then we shall give those and similar questions a place.

341. MANUAL TRAINING SCHOOLS.—I desire to put two boys aged 15 and 13 respectively, into some manual training school. What would you recommend?

Fort Worth, Texas.

C. C. CUMMINGS.

There would be many advantages attained by sending them to Jamestown, N. Y., whose schools are superintended by Samuel G. Love. They would get the ordinary training of our best schools, and in addition a good course of manual training. The Pratt Institute of Brooklyn is an excellent school, that has just been opened; here manual training is given in addition to a course of ordinary study. The St. Louis Manual Training School, under the charge of Prof. C. M. Woodward, has been in operation for several years, and has met with good success. We think for boys of the age you mention, who are to go away from home, that Jamestown would be preferable.

QUESTIONS TO BE ANSWERED.

The following questions have been sent in by some of our subscribers, and doubtless others of our readers will take pleasure in answering them. The NUMBER of the question should head the reply.

241. STEEL RAILS FIRST USED.—When and where were steel rails first used in the United States? C. D. FULLER.

242. READING GOOD BOOKS.—Give some plan of arousing an interest in the pupils for reading good books. K.

243. NEWS OF THE DAY.—How would you create an interest in the news of the day? K.

244. DUTIES OF TEACHERS.—What has a community a right to expect of a teacher other than a full and faithful discharge of the school-room duties? K.

245. TEXT-BOOK IN GEOGRAPHY.—Will you mention a geography that omits the minor points, so that no time is wasted? M. C.

246. DROPPING A BULLET.—Why will a bullet dropped from a high tower fall east of a vertical line? A. S. F.

247. CORRECT QUESTIONING.—Is it correct to ask a question thus: You received the present, did you? A. S. F.

248. IMPERIAL CITY.—Which is the Imperial city? C. A. M.

249. KING OF SPAIN.—How old must the young king of Spain become, ere he can begin to rule? MINNIE MERWIN.

250. PRESIDENT OF SWITZERLAND.—Who is now president of Switzerland? MINNIE MERWIN.

251. PICTURES ON POSTAL CARDS AND STAMPS.—Will you tell me whose pictures are on postal cards and postage stamps? R. J. S.

252. REFORM SPELLING ASSOCIATION.—What is the Reform Spelling Association? C. O. GREEVER.

253. ROCKS.—What are some interesting ways of convincing children that rocks do not grow? TEACHER.

254. HEMISPHERES.—What reason is there for the hemispheres being termed "Eastern and Western"? TEACHER.

ANSWERS.

GENDERS. (Ans. to Ques. 181.)—Gender is a variation in the form of words to denote sex. As there are only two sexes, male and female, there can be only two genders, masculine and feminine. In parsing a word that represents an object that has no sex, or that may be either male or female, simply state that it has no sex, or that its sex is unknown.

E. G. LITTLEJOHN.

HOW TO CREATE INTEREST. (Ans. to Ques. 190.)—First of all, a debating club or school literary society, something that has a direct bearing on the school, where pupils, parents, and teachers have a common interest, has been known to serve as a counter attraction, and even to break up dancing schools and euchre parties. Again, the collection of minerals, plants, and woods has been known to create a lively interest in local geology and botany, and give fresh impetus to school work. Supplementary reading is another aid. The subject of American or Greek history may be taken up. Out of school the pupils may be directed to read with special reference to the general outline furnished by the teacher, or the special book in use. The teacher must study the tastes and inclinations of her individual school, and the remedy will at once suggest itself.

WILL S. MONROE.

SYSTEMS OF TEACHING MUSIC. (Ans. to Ques. 189.)—By writing to Prof. Theo. F. Seward, East Orange, N. J., "M. A. H." will be pointed to sources of information regarding the merits of the Tonic Sol-fa, now so favorably received by educators throughout the country. It combines naturalness with simplicity, and is worthy of the study of every teacher. Silver, Burdett & Co., Boston, will inform her regarding the excellent system of music of which Prof. H. E. Holt is the leader.

WILL S. MONROE.

PRIME MINISTER. (Ans. to Ques. 198.)—If the question means prime minister of England, Salisbury.

J. A. H.

SENDING MINISTERS OR AMBASSADORS. (Ans. to Ques. 200.)—Our government sends no ambassadors to other countries; minister is the highest official sent.

J. A. H.

ELECTION OF PRESIDENT. (Ans. to Ques. 202.)—The state will have no vote.

J. A. H.

CIVIL GOVERNMENT. (Ans. to Ques. 203.)—"Analysis of Civil Government," by Townsend, and "Civics for Young Americans," by Gilpin.

J. A. H.

SUN BRIGHTER THAN MOON. (Ans. to Ques. 205.)—The sun shines by its own light, the moon by the sun's light reflected from the surface of the moon.

J. A. H.

Because the moon receives its light from the sun. The causes of the heat and light of the sun are not certainly known.

G. E. M.

FICTITIOUS NAMES OF STATES. (Ans. to Ques. 74.)—Rhode Island; Little Rhody; Sister Rhody. Maryland: Old Line State. Georgia: Cracker State. Kentucky: Corn Cracker State; Bluegrass State. Tennessee: Unknown. Alabama: Unknown. Ohio: Buckeye State. Minnesota: Gopher State. Iowa: Hawkeye State. Missouri: Bullion or Iron State. Kansas: Garden of the West; Sunny Land; Golden Belt. Nebraska: Black Water State. Dakota: Golden State. Colorado: Centennial State. Nevada: Silver State. Oregon: Unknown.

B. H. ALBEE.

CAPITAL OF MONTANA. (Ans. to Ques. 68.)—Helena. California is noted for its beautiful scenery, with little, if any, distinction regarding the locality of what is best. The Yosemite Valley, the region of the great trees, and the Golden Gate are most famous, perhaps.

B. H. ALBEE.

CIVIL ACTION. (Ans. to Ques. 32.)—(a) A "civil action" is that given to a person injured, by action, as opposed to a criminal prosecution. (b) A criminal is one who has offended against criminal law. The prosecution of such person for such offense is denominated a "criminal action." (c) Grand jury, a jury of not less than twelve nor more than twenty-four, whose duty it is to examine into accusations against persons charged with crime, and if they see just cause, then to find bills of indictment against them, to be presented to the court. (d) Petit jury is a jury of twelve men, who are impeached to try causes at the bar of a court, and after hearing the evidence and the law, to give a verdict. (e) Decision, in reference to the cause. (f) Congress limits the making of money.

J. W. MCN.

COMPOSER OF POEM. (Ans. to Ques. 191.)—Name of poem, "The Maniac," and composed by George Monk.

G. N.

RIGHT-READING. (Ans. to Ques. 178.)—Select words which you can make interesting to the pupil. Do not tell them: "That word is cheese." But say to them, "Oh, here is a word! the name of something all of you have eaten!" Have them guess what the word is; let each one have a guess. Go to the board and print the word. "Children, I will tell you something more about this word. Look at it; it was once carried by an animal, a cow! After a long time it was put in the store to sell, when we bought it, and now we have it often on our tables to eat; and when you see it you say, 'Thank you for some cheese.'" Now, my fellow-teachers, if you will begin in this way, you will find that your duller pupils will awake; you may try it. I assure you that every member of your class will ever know the word cheese when he sees it. Now, select the words of their little lesson, and make them intensely interesting, and you will succeed. You may leave "the," "but," "and," "on," "in," "to," "the," and such to take care of themselves. Do not stop for a child to learn "the," but go on teaching him to see words which appeal to his knowledge of things. If this is any help to my fellow-teachers, I will give some of the methods I have found successful during thirty years of continuous teaching.

A. L. F.

GOOD WORDS.—I do not know how I could do without the INSTITUTE, I find so many good suggestions in it.

E. P. M.

A Well Planned Entertainment

once a year will make a start for a library for almost any school in the country and keep it running over with good books. New York, New Jersey, California, Wisconsin, and many other states give state aid, if applied for. Best books can be purchased of us at best discounts. List of 1000 BEST BOOKS FOR SCHOOL LIBRARY free. Send for it, E. L. KELLOGG & Co., 25 Clinton Place, N. Y.

BOOK DEPARTMENT.

NEW BOOKS.

SIMPLE EXPERIMENTS FOR THE SCHOOL-ROOM. By John F. Woodhull, Prof. of Natural Science in the College for the Training of Teachers, New York City. E. L. Kellogg & Co., New York and Chicago. 50 cents.

This is not a text-book on natural science. The experiments may be made by teachers, wholly without previous experience. It is a book that will guide the user, by experimental methods, to a right comprehension of elementary science. To have the pupil repeat the words of a text-book is the usual plan; this book directs the pupil to perform an experiment, and then to state his conclusions. This is the plan pursued by every eminent teacher. It is not usually done in our schools because the teacher has not been rightly instructed—does not know how. But this method is the coming method, for knowledge of right ways of teaching are spreading. The author has undertaken this field of work and met with great success. At the institutes he awakens unbounded interest by making simple experiments. Now the teachers have his book, and can make them or teach their pupils to make them. There are ninety-one experiments in this book; the materials are very inexpensive and can be got in any village, or are already at hand in nearly every kitchen. The time required will be about a year, if two lessons are given each week. We are now coming to a period that demands real teaching, and sham teaching must go. As Herbert Spencer has well pointed out, and Joseph Payne has re-stated, the learner must begin and study things for himself, and not be satisfied with what another one studies. Hence this book will be of great value to teachers in all classes of schools.

ONE HUNDRED LESSONS IN BUSINESS. By Seymour Eaton. Published by Seymour Eaton, 50 Bromfield Street, Boston.

In this book, similar in appearance and size with "Civil Service," Mr. Eaton has discussed a good many points in business. First is found short cuts in figures, rapid and accurate addition made easy; following this among other things, is seen, the Civil Service method of addition,—how to prove addition in ten seconds,—the Lowell multiplication rule,—proof of multiplication in ten seconds,—contracted multiplication of decimals,—the sixty-day interest method,—table of transposed numbers,—how to read a gas meter, and a variety of other similar subjects. Following these valuable lessons is sound business advice on a multitude of points, necessary to the proper accomplishment of the work undertaken, including punctuation, how to speak and write correctly, and how to make change rapidly. Mr. Eaton has managed to put in a small compass, a great amount of practical help and valuable advice on business topics.

JESUS IN MODERN LIFE. By Algernon Sidney Logan. Philadelphia: J. B. Lippincott Company. 299 pp. \$1.25.

The introduction to the body of this book is a long one, of nearly seventy pages. Following this is a brief outline of the life of Jesus, his miraculous birth and genealogies, early years, rise of the mind of Jesus, review of the temptation,—beginning his public ministry,—call of the first disciples,—general scene of his ministry, and duration of it,—his teachings,—miracles and transfiguration,—from Galilee to Golgotha, with suggestions from the testament, and many other interesting points in the life of our Savior. The book is full of thought, and furnishes a welcome visitor for a quiet hour.

AMERICAN LITERATURE, 1607-1885. By Charles F. Richardson. Complete in Two Volumes. Vol. II, American Poetry and Fiction. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 456 pp.

Poetry is the rhythmical expression of beauty or imagination, and we can easily see, such being the case, that the Puritans could not be expected to produce poems. They were too matter-of-fact; poetry had no room in the Puritan's mental composition. The Dutchmen, of New Amsterdam, could not be expected to furnish poets, and in colonial days, the South was no better off. Accordingly, very little poetry was produced in America before the close of the eighteenth century. In this large, and well-written volume, the author has given, in a most interesting and thoughtful manner, the history of American poetry and fiction. The twelve chapters which compose the book, go over the ground in a most comprehensive way, and treat of Early Verse Making in America,—The Dawn of Imagination,—Henry Wadsworth Longfellow,—Edgar A. Poe,—Emerson as Poet,—Poets of Freedom and Culture,—Whittier, Lowell, and Holmes,—Tones and Tendencies of American Verse,—The Belated Beginning of Fiction,—James Fenimore Cooper,—Nathaniel Hawthorne,—The Lesser Novelists,—and Later Movements in American Fiction. The student and reader of literature will be delighted with the history and information furnished by Mr. Richardson, and hail with delight so valuable an addition to American literature.

THE YOUNGEST MISS LORTON, AND OTHER STORIES. By Norah Perry. Illustrated. Boston: Ticknor & Co. 211 Tremont Street. 290 pp. \$1.50.

Miss Perry is acknowledged to be one of the most witty, winning, and charming writers for girls. Her stories invariably teach moral lessons, and they are so prettily covered with a bright and fresh imagination, that an impression is easily made. "The Youngest Miss Lorton" is a delightful little story of family life, and shows Miss Lorton, in a variety of lights,—among them is, what the family thought of her,—what she thought of herself, her fortune, her gift of language, and how she creates a panic. The "other stories" are, That Ridiculous Child,—The Kit-Cat Club,—Susy's Dragon,—In a Rag-Bag,—The Story of Little Syl,—The Little Dunbars,—Molly Gair's New Dress,—Dolly Varden, and, What Hope Bell Found in Her Stocking.

NOTES ON THE EARLY TRAINING OF CHILDREN. By Mrs. Frank Malleon. Third Edition. Boston: D. C. Heath & Co., Publishers. 180 pp. 60 cents.

The great problem is to "train up a child in the way" he should grow, for grow he will in any case. This problem has been pretty thoroughly treated by the author of this volume, in which she has addressed herself with confidence to parents. Her belief is a strong one, in both the nobility and difficulty of the duties of parents, and she

presents her experience as an educator, with the belief that it will weigh in the matter of thought upon the subject. The main point, however, is to perceive clearly the ideal to be striven for, which in the child's education should never be short of the highest. Following an Introduction, Mrs. Malleon has discussed, Infant Life,—Nursery Management,—The Employment and Occupation of Children—Some Cardinal Virtues,—Reverence,—Truth, Love,—Obedience to Conscience,—Duty, and Rewards and Punishments. The book is filled with many good things upon the all-important point, early training of children,—and parents especially, are addressed, for with them is the education of the child commenced. Teachers, too, may learn any number of valuable lessons by making a study of the thoughts advanced by the author, who speaks of what she knows and understands. Any one interested in the education of a child should secure this volume and use it.

CIVIL SERVICE HELP MANUAL. Ten Weeks' Course of Study. By Seymour Eaton. Seymour Eaton, Publisher, 50 Bromfield Street, Boston, Mass. 104 pp.

There can be no doubt that to a person of moderate income, the Civil Service furnishes a channel for pleasant work, and fairly good pay, and the system has been so extended that now it is the avenue to any number of good positions. In this volume, the candidate for entrance upon the Civil Service work, will find a mine of valuable information. First, is found an epitome of the revised Civil Service rules, with directions to candidates. This is followed by a ten weeks' course of study, fully and clearly defined, closing this part with a model examination paper, on geography, history, and government. Thirty-two pages at the end of the volume are devoted to, "How to Write a Good Business Letter," which gives in full, kinds of letters, parts of a letter, skeleton letters, hints and helps for corresponding clerks,—how to address letters, with letters of application, recommendation, ordering goods,—styles of penmanship, and the U. S. Postage Laws. The book is well bound, with red edges.

THE SCIENCE OF UTTERANCE: Designed for Supplementary Instruction in the Reading Classes of Public and Private Schools. By C. Dean. Revised with the Assistance of Joseph Estabrook, M. A. Fourth Edition. Chicago: John C. Buckbee & Co. 124 pp. 50 cents.

This volume has been prepared for supplementary instruction in the art of reading; and the end proposed is to train the vocal organs to express the sentiments as well as to appreciate the literature of ordinary reading in schools. The system, as arranged in this volume, has been successfully used in schools in training pupils to express or convey thought in an agreeable and intelligent manner, and it will meet a want that has long been felt by teachers of reading, especially in case of those who desire to give prominence to the cultivation of the voice. The book is compact and a convenient manual of the most important principle of vocal expression. The definitions are clear and simple, and the exercises and all matter for class use are attractively arranged. The selections for reading are in good taste and of excellent quality.

COOKING AND SEWING SONGS AND RECITATIONS. For Industrial and Mission Schools. Edited by Mrs. J. B. Romer. New York: J. W. Schermerhorn & Co. 7 East 14th Street. 65 pp. 50 cents.

Neatly bound in green cloth, with flexible covers, good paper and type, this volume of bright and lively songs and recitations comes at a time when it is most needed. Singing always enlivens work, and the great success which has attended the introduction of cooking into industrial and mission schools, demands a book of songs to accompany the hand-work, for by the means of singing children accomplish much more, and learn faster. These songs have been written by some of the best song writers, are set to college and other popular airs, and can be used for exhibitions and entertainments. In teaching cooking to classes of children, the author has, from experience, found that bright and cheerful songs are very helpful and inspiring, and in sewing, as well, singing may be used with the little ones to advantage.

ELEMENTARY SCHOOL ATLAS. By J. Bartholomew, F. R. G. S. London: Macmillan & Co. 24 maps. One shilling.

The maps, plans, and bird's-eye views of cities, countries, and towns in this atlas, are remarkably clear and well defined. The twenty-four maps represent the world from six different points of view,—Europe, illustrating geographical terms,—Diagrams, illustrating elementary geography,—The World,—Charts, showing height of land, depth of sea, and zones of climate. The British Empire,—Physical map of Central Europe,—Political map of Central Europe, River Basins, rain-fall, railway map and physical map of the British Isles,—England and Wales, northern and southern section,—Scotland,—Ireland, Asia, Africa, North and South America, and Australia. The atlas is designed to illustrate the principal text-books on elementary geography.

NOTE.—In a recent notice of "English Grammar," compiled under the direction of the state board of education, Sacramento, California, we omitted to mention the very important fact, that, by a special arrangement made with Messrs. Reed and Kellogg, authors of Reed and Kellogg's well known "Graded Lessons in English" and "Higher Lessons in English,"—the system of diagramming, owned exclusively by them, has been introduced into this grammar from California. This system of diagramming has commended itself to teachers on account of its simplicity and expressiveness.

REPORTS.

ANNUAL REPORT OF THE SCHOOL VISITORS OF HARTFORD, 1887-8. Wm. Waldo Hyde, acting visitor.

In regard to supplementary books, it is stated that in some schools the regular text-books in certain studies occupy an entirely subordinate position, so far as their use is concerned, to other books chosen by the teacher. The report further says: "There is great danger, where too great laxity in this respect is allowed, that the teachers may substitute their own personal theories and ideas for the general plan marked out by the board. While such a substitution may not, in some cases, work harm, yet it cannot be allowed to go on to too great an extent, for the reason that many times the judgment of a particular teacher is in direct opposition to the opinion of the board and of the majority of the teachers themselves in the matter in question."

TWENTY-SECOND ANNUAL SCHOOL REPORT OF ALBANY, N. Y., 1888. Charles W. Cole, superintendent.

The superintendent directs the attention of the board to the fact that the compulsory education act of 1874 has always been

imperative in the city, and says: "The fact that several hundred of these children are roaming our streets, nevertheless, stares us in the face, and it will not do to shut our eyes and pass by and permit these waifs, who are now only a menace to the well-being of the community, to become irredeemable criminals, without making some effort to reclaim them. I, therefore, as I suggest that the appointment of truant officers and the establishment of an ungraded school be taken into consideration as soon as practicable."

SIXTEENTH ANNUAL SCHOOL REPORT OF GRAND RAPIDS, MICH., 1888. F. M. Kendall, superintendent.

The average number of pupils belonging to the schools was 7,224, and the average attendance was 6,815. There was an undoubted improvement in the schools. The teachers on the whole heeded the request to lose no opportunity to teach manners and morals. The duties of the teacher extend to the school grounds, and the greatest precautions should be used lest the bad habits of a few should contaminate those who are free from them. For this reason the superintendent would be glad to see the recess abolished, especially in the grammar grades.

KANSAS SCHOOL LAWS, 1887. With notes for school officers. Published by J. H. Lawhead, state superintendent of public instruction.

TENTH BIENNIAL REPORT OF THE PUBLIC SCHOOLS OF WILLIAMSPORT, PA., 1888-9. Samuel Transeau, A.M., superintendent.

LITERARY NOTES.

THE CENTURY DICTIONARY will contain some features new in such works, one of which is the entry of everything in alphabetical order, abbreviations and foreign phrases as well as common words. The great point with the new dictionary is its encyclopedic treatment of words.

HOUGHTON, MIFFLIN & Co. will shortly issue the works of the late Rowland G. Hazard, of Providence, in four volumes.

G. P. PUTNAM'S SONS number among their latest works a translation, by Miss Ruth Putnam and Mr. Alexander Arbuthnot, of the "Histoire de la Participation de la France à l'Établissement des États-Unis d'Amérique," by Henri Doniol.

J. B. LIPPINCOTT Co. announce the publication of a "Cyclopedia of the Diseases of Children," medical and surgical, by American, British, and Canadian authors, edited by John M. Keating, M.D., in four imperial octavo volumes, to be sold by subscription only.

KEITCHUM & DOYLE, 302 West 126th street, New York, have published a volume of poems by Edward Doyle.

BRENTANO'S have added another branch. It is located at 430 Strand, London. They propose to offer to the English reading public an opportunity to acquaint itself perfectly with current American literature.

CATALOGUES AND PAMPHLETS RECEIVED.

Catalogue of Books by Western authors; of Houghton, Mifflin & Co., Boston and New York.

Course of Study of the Sioux Falls, Dak., Public Schools. L. McGartney, superintendent.

Sixth Biennial Report of the State Agricultural College, Manhattan, Kansas, 1887-8. George T. Fairchild, A.M., president.

The Fourth Annual Report of the Educational Council of Onondaga, 1888. O. W. Sturdevant, president.

Address Delivered Feb. 1, 1889, by Hon. J. L. M. Curry, general agent of the Peabody Education Fund, Montgomery, Ala.

The Therapeutic Value of Motion, by G. H. Patchen, M.D. New York.

A Brief Sketch of Principles Involved in Dr. George H. Taylor's Remedial Methods. Published in New York, June, 1888.

List of Authorized Text and Reference Books and Supplementary Reading-Books, Boston, 1888-9.

MAGAZINES.

On account of the present discussion regarding the Panama canal, great interest will attach to the article on "The Isthmus Canal and Our Government," in the March *Atlantic*. History is possibly the strong point of the number, there being a paper on those two brave Scots, "The Keiths," by Hope Notnor, and one of Mr. Fiske's papers upon "Ticonderoga, Bennington, and a d'Oriskany." "Some Colonial Lawyers and Their Work" is a subject treated by Frank Gayland Clark, and there are also "Some Personal Reminiscences of William H. Seward." The departments of poetry, action, and criticism are not neglected. — The *Political Science Quarterly* for March opens with a striking article by H. L. Osgood, upon "Scientific Anarchism," reviewing the theories of Proudhon, and showing the aims of American Anarchists. Arnold Forster presents forcibly the Unionist view of the Irish question. A conservative Frenchman, M. Gauvain, explains the causes of the present crisis in France, and the significance of "Boulangism." Mr. Bernheim sketches the history of the ballot in New York, and argues for the Australian system. Prof. Woodrow Wilson analyzes and criticizes Bryce's "American Commonwealth." — In the *Forum* for March Prof. J. G. Schurman, of Cornell University, describes the resources of the Canadian half of the continent. Isaac L. Rice points out as the primary cause of railway demoralization the habit of borrowing and buying proxies. Dr. Leonard Woolsey Bacon makes an argument for the extension of the delivery of letters by carriers to persons in the country as well as to those in cities. Edward Atkinson makes a test of several reformatory theories, such as co-operation, profit-sharing, protection, free trade, and prohibition. — One of the most attractive articles in the March *Cosmopolitan* is "The Ring of the Niebelung," by John P. Jackson. Ouida writes a chapter on "Birds," and "Some Washington Homes" describes the residences of several prominent public men. The frontispiece portrait of Edward Everett Hale is accompanied by a biographical sketch. — "The Snake Charmer" is the subject of the frontispiece of the *Magazine of Art* for March. Lovers of art will find an interesting reading in "Art in the Theatre," by Augustus Harris; "Early Irish Art," by J. Romilly Allen; "Current Art;" "The Isle of Arran," by L. Higgin; "Egyptian Textiles at South Kensington," by Francis Ford; "Portraits of Dante Gabriel Rossetti," by William M. Rossetti.

Good News.

Here are two instances of the beneficent action of Compound Oxygen. The one in a severe case of consumption, the other in the weariness of general debility. Concerning the first we receive the following:

"My wife has been taking your Compound Oxygen for over two years for consumption and has derived much benefit from its use. In fact, I think she would have died long ago but for it."

H. D. JAMES.

In the matter of general debility we give the following extract:

"I am indebted to you beyond all other Compound Oxygen purchasers."

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We publish a brochure of 200 pages, regarding the effect of Compound Oxygen on invalids suffering from consumption, asthma, bronchitis, dyspepsia, catarrh, hay fever, headache, debility, rheumatism, neuralgia; all chronic and nervous disorders. It will be sent, free of charge, to any one addressing DR. STARKES & FALEN, 1523 Arch St., Phila. Pa.; or 311 Montgomery street, San Francisco, Cal.



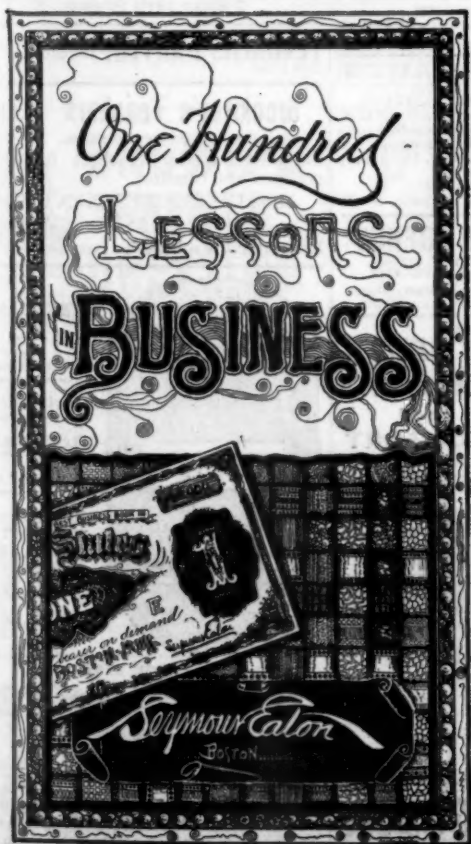
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NOT long since the Commissioners at Washington found it necessary to advertise for persons to prepare themselves for certain Civil Service Examinations. The reason lies in the fact that the majority of people, teachers included, know very little about the Civil Service requirements. It quite frequently occurs that there are more vacancies than candidates. The salaries paid range from \$720 for an ordinary clerk to \$2,000 for the head of a department. The examinations too are comparatively easy. Any teacher of ordinary ability with a few weeks' special study should be able to answer all the questions. There are hundreds of men and women in government employ in every large city, and thousands in Washington. The appointments are made from those who stand highest at the examinations. Examinations are held nearly every month in all principal cities. It is not necessary to go to Washington to be examined. My Civil Service Help Manual (just out) gives full information as to these examinations, and contains a complete course of study on each subject. It is a beautiful book. Price, ONE DOLLAR. See special offer for March. (Mention this paper.)

Special Offer for March:

Teachers have influence. They know a good book. Their opinion is worth something. I have already sold 16,000 copies of the "Business Lessons" to bankers, manufacturers, merchants, and others, and have received hundreds of commendatory letters. Business men gladly pay the full price. Booksellers buy every day and pay full retail prices. I allow no discount to anyone except to authorized agents who buy in dozen lots for cash. This then is really a **special offer**. It will never be made again in this or any other paper. When you get your parcel out of the post office you will know why it is made. You will wonder, too, how a young publishing house can give so much for the money. **Send \$1.50 and by return mail you will receive one copy of each of the two books advertised here.** (\$1.00 each after March 31.) Address,

SEYMOUR EATON, 50 Bromfield Street, BOSTON, MASS.



"HAD I known what a treat was awaiting me, I would have been impatient to get my mail," is what a business man says about this book. Another writes: "I would not take anything for mine if I could not buy a second copy." One of the largest houses in Chicago writes: "With your 'Lessons' figuring is made a pleasure instead of the tiresome routine it formerly was." The work is brimful of new points. There are 100 lessons. The matter for them has been gathered from all parts of the United States as well as from foreign countries. It has taken two years to collect the *short-cuts* in Arithmetic alone. The bank checks and other business forms, printed in colors, form perhaps, the most attractive feature. Here are the titles of a few of the lessons:

What Successful Men Say of Success and Failure.—Rapid Addition Made Easy.—Business Fractions and How to Handle Them.—Civil Service Method of Addition.—Proof of Addition in Ten Seconds.—Proof of Multiplication in Ten Seconds.—How to Mark the Prices of Goods.—Hints and Helps for Corresponding Clerks.—Hints and Helps for Invoice Clerks.—How to make Change.—How to Apply for a Situation and Get It.—Five New Points from Iowa.—The Five-Four-Five Interest Method.—New Method of Multiplying by the 'Teens.—How to Make and Endorse Promissory Notes.—Hints on Advertising.—Wanamaker's Discount Rule.—The Detroit and Canadian Interest Rules.—French and Italian Methods of Division.—New Method of Averaging Accounts.

The entire work is pleasing, is fully abreast with the times, and has the one great advantage of being original. "**One Hundred Lessons in Business**" will be mailed to any address for **ONE DOLLAR.** See special offer for March. (Mention this paper.)

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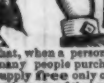
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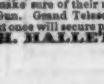
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We are informed that Mr. Seymour Eaton is selling over 900 of his "Business Lessons" and "Civil Service Manual" daily. We are not at all surprised at this success. The books deserve it; besides, Mr. Eaton is one of the most deserving and most enterprising young publishers of Boston.

It is well understood by drawing teachers that form cannot be taught without forms; in every design, the value and necessity of models is recognized. The Prang Educational Co., 7 Park Street, Boston, Mass., publishers and dealers in drawing books, drawing models, and artists' materials and text-books on art education, are also manufacturers of drawing models which have been specially designed for the teaching of form and drawing in primary and grammar schools. They consist of both solids and tablets arranged in a carefully graded series, are made with the greatest regard for accuracy and beauty, and are furnished at the lowest possible prices. They have been adopted by the leading cities of the country.

The *multum in parvo* principle has rarely been better realized than in the Primer of American Literature, by Charles F. Richardson, Professor of English Literature at Dartmouth College, which has recently been issued by Messrs. Houghton, Mifflin & Co., of 4 Park Street, Boston, in a new and revised edition, with full Index and Portraits of twelve of the most prominent authors. Also a School Library of Modern Classics, consisting of thirty-three volumes neatly bound in cloth, of which the *New York Independent* says: "The prettiest and best little library ever published in this country." Dr. W. T. Harris, formerly superintendent of schools at St. Louis, Mo., says: "An unrivaled list of excellent works." A pamphlet containing the table of contents of each volume will be sent free to any one applying for it.

Inauguration Day! Ring out the old, ring in the new.—Ben Harrison and Levi, too. And if you wish to do the ringing in suitable fashion, be sure and obtain your bell from the Buckeye Bell Foundry, of Messrs. Van Duzen & Tift, Cincinnati, O. Who make a specialty of manufacturing bells of pure copper, and tin for churches, schools, fire alarms, etc. Fully warranted.

A progressive teacher desires to transact business through the most enterprising and efficient agencies, and such a teacher will remember that the American and Foreign Teachers' Agency, conducted by Mrs. M. J. Young-Fulton, at 23 Union Square, New York, introduces to colleges, schools, and families, superior professors, principals, assistants, tutors, and governesses for every department of instruction, and recommends good schools to parents.

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SAN FRANCISCO, July 7th, 1886.

I took a severe cold upon my chest and lungs and did not give it proper attention; it developed into bronchitis, and in the fall of the same year I was threatened with consumption. Physicians ordered me to a more congenial climate, and I came to San Francisco. Soon after my arrival I commenced taking Scott's Emulsion of Cod Liver Oil with Hypophosphites regularly three times a day. In ten weeks my avoirdupois went from 155 to 180 pounds and over; the cough meantime ceased. C. R. BENNETT.

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The School and College Bureau of Elmhurst (Chicago), Ill., has to date (Feb. 10) received letters from over 200 of its former candidates, and requests to select suitable candidates. Such letters are now coming in daily. The vacancies are in City and Village Schools, in Universities and Colleges, State Normals, Academies, Seminaries, Private Schools, etc., etc. Teachers, in selecting an agency, should not lose sight of the FACTS, VERY IMPORTANT FACTS, that, 1. We get our vacancies direct from employers; 2. We had over 1100 of these last season, 400 more than we could find suitable candidates to recommend; 3. While other agencies boast of filling vacancies by "the hundreds," (usually from 100 to 200), they have long lists of registered teachers not yet provided for, thus giving new members "a slim chance"; 4. Our plan of rejecting applicants whom we cannot serve keeps our list of registered teachers down to such numbers that each member receives individual and personal attention. 5. Our registration fee is reduced to cover the necessary expense of registration. Now is a good time to send for blank and circulars. Address
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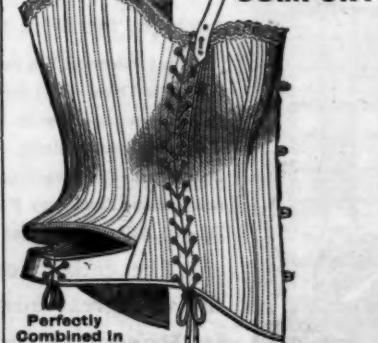
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Obedient boy: "Mamma, may I speak?" "You know that you must not talk at table." "May I not say just one thing?" "No, my boy. When papa has read his paper you may speak." Papa reads through his paper, and says kindly: "Now, child, what is it?" "I only wanted to say that the water-pipe in the bath-room had burst."

The little girl from the city was on a visit to her uncle in the country, and was making her first attempt at milking a cow.

"Uncle Zeb," she said, in some perplexity, after several fruitless efforts, "I wish you would show me how you turn the milk on."

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They took the small boy into a china shop, and to keep him quiet while his elders were examining dinner-sets, somebody showed him a collection of statuettes of little boys.

"Hum!" said Johnny, ungratefully, after awhile. "Boys is nothing! Show us some little girls."

Old lady (to grocer's boy): "Aren't those very small apples in that barrel, boy?"

Boy: "Yes'm, on top, but down below they're great big fellows."

Old lady: "Isn't that very unusual to put the small fruit on top?"

Boy: "Yes'm; but the boss has just bought a motto to hang up on the wall—'Honesty is the best policy,'—an' I heard him say that he'd try the new fake on the apples just to see how it worked."

"Don't you have any dessert, Pat?"

"Phat's that?"

"Why, something to eat after your dinner."

"Yis, yis. I have me supper, sur."

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First Boy—"I hid under the sofa the other evening to listen to what young Smith would say to my sister."

Second Boy—"What did he say?"

First Boy—"He only talked about religion and kicked me about twenty times on the head."

Second Boy—"He knew you were there, I guess."

First Boy—"I'm afraid he suspected it."

A dude entered the "Jim Fisk" and sneeringly asked—"What've yer got?" "Almost everything? Well, gimme a little of that." "Certainly!" yelled the waiter, "one plate of hash!"

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Harold: "The professor says I'm getting well up in figures."

Fond mother: "Indeed?"

Harold: "Yes; I used to be seventh in my class, and now I am sixteenth. Oh, I'm pushing on!"

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"My little sister, four years of age, was so ill from bronchitis that we had almost given up hope of her recovery. Our family physician, a skillful man and of large experience, pronounced it useless to give her any more medicine; saying that he had done all it was possible to do, and we must prepare for the worst. As a last resort, we determined to try Ayer's Cherry Pectoral, and I can truly say, with the most happy results. After taking a few doses she seemed to breathe easier, and, within a week, was out of danger. We continued giving the Pectoral until satisfied she was entirely well. This has given me unbounded faith in the preparation, and I recommend it confidently to my customers."—C. O. Lepper, Druggist, Fort Wayne, Ind.

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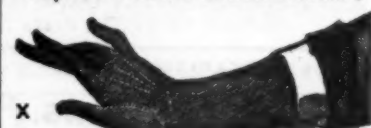
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